DOCUMENT RESUME

ED 063 999 32 RC 006 216

AUTHOR	Taylor, Y. A.
TITLE	Migrant Education Administration Handbook. [Revised 1972].
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE	Mar 72
NOTE	121p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Administrative Agencies; Cultural Factors; *Educational Finance; *Government Role; Migrant Children; *Migrant Education; Migration Patterns; Minority Groups; *Program Administration; *State Programs; Student Records; Summer Programs
IDENTIFIERS	North Carolina

ABSTRACT

The purpose of this revised handbook is to supply information and provide answers to many of the questions pertaining to the administration of migrant education projects in North Carolina. The Federal program is described in terms of legislation affecting migrants, definition of a migratory child, and contracts for studies and surveys. Also described are various aspects of the state program: administration, objectives, priorities, types of programs operated, publications, and films. Important elements of the local programs are discussed, such as administration, application for a Migrant Project, program planning, program staffing, pupil accounting, and project expenditures. Information concerning the Migrant Student Record Transfer System is included. Procedures and methods for fiscal accountability are emphasized. Included in the appendix are copies of forms used at various program levels. (PS)

ED 063999

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

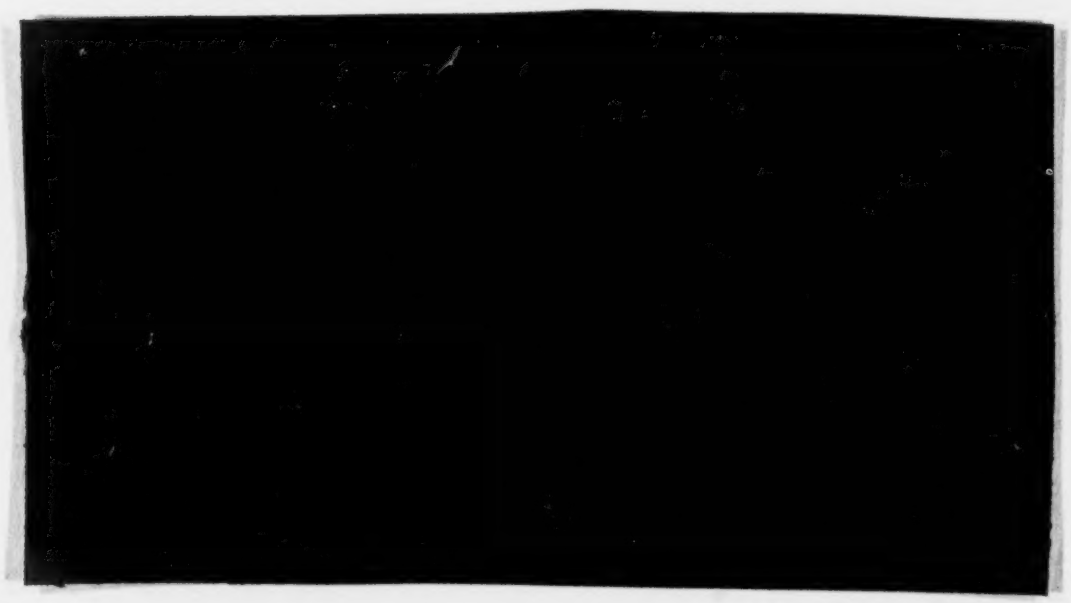
MIGRANT EDUCATION ADMINISTRATIVE HANDBOOK

RC 006216

Migrant Education Section
North Carolina Department of Public Instruction
1972-73

CIVIL RIGHTS ACT OF 1964

Title VI of the Civil Rights Act of 1964 states, "*No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.*" Migrant programs under Title I of the Elementary and Secondary Education Act, like every other activity receiving financial assistance from the U. S. Office of Education, must be operated in compliance with the law, and with the rules, regulations and orders thereunder issued by the Secretary of Health, Education, and Welfare and signed by the President to implement them.



MIGRANT EDUCATION LEGISLATION

Public Law 89-10

Amendment to Title I
Elementary and Secondary Education Act of 1965

Public Law 89-750

Related Amendments
Public Law 90-247
Public Law 91-230

This publication was funded under Title I, ESEA, Public Law 89-10, as amended.

FOREWORD

Information contained in this revised handbook will provide answers to many of the questions pertaining to the administration of migrant education projects. All of the local educational agency personnel who have a responsibility in the local migrant project should become familiar with this material and make use of it during the design, development, implementation and evaluation of the project.

Since the migrant education programs are funded through an amendment to ESEA Title I, many of the same policies and guidelines pertaining to educational programs for educationally deprived children also apply to the migrant programs. For this reason, each person with administrative responsibilities in the migrant program should also be familiar with the contents of the 1969 revision of Directions for Title I, Elementary and Secondary Education Act of 1965, prepared by the North Carolina State Department of Public Instruction.

Because this handbook cannot possibly anticipate or answer all the questions that relate to migrant education programs, the State Migrant Education staff is available at all times to answer questions as they arise, and to provide whatever assistance that is necessary to the local educational agencies at any phase of their migrant project.

Since it is difficult for this handbook to be totally inclusive, several blank pages have been included at the end to put any individual notes or additional information which may come out throughout the year.

Appreciation is expressed to the following for their help in reviewing this manuscript in its planning stages: Harold Webb and his Compensatory Education staff; Arch Manning, Consultant in Migrant Education; the Migrant Branch of the U. S. Office of Education; the Record Transfer staff at Little Rock; and the local education agency personnel.

Special appreciation is expressed to Y. A. Taylor, Consultant in Migrant Education, for his work in preparing the material in this handbook for publication; William Pilegge for contributing the Fiscal Chapter; Margaret Ann Porter for editing the manuscript and putting it in its final form; and Ellie Wren for typing, assembling and binding the finished product.

Robert E. Youngblood, Director
Migrant Education Program

Revised, March, 1972

TABLE OF CONTENTS

Chapter I	INTRODUCTION	1
	The Atlantic Coast Migrant Stream	1
	Migrants in North Carolina	1
	The Harvest	2
	Migrant Children in North Carolina	3
Chapter II	THE FEDERAL PROGRAM	5
	Legislation Affecting Migrants	5
	Public Law 89-750	5
	Definition of a Migratory Child	7
	Interstate Migrant	7
	Intrastate Migrant	7
	Formerly Migrant (Five Year Migrants)	7
	Contracts for Studies and Surveys	8
Chapter III	THE STATE PROGRAM	9
	Administration	9
	Objectives of the State Program	9
	Instructional Services	9
	Supportive Services	10
	Priorities of the State Program	10
	Summer Programs for Interstate and Intrastate Migrants	10
	Regular School Term Programs for Interstate and Intrastate Migrants	11
	Migrant Student Record Transfer System	11
	Staff Development Activities	11
	Migrant Education Center	12
	Mobile Vocational Instruction Program	12
	Services for Formerly Migratory Students	12
	Types of Programs Operated in the State	13
	Comprehensive	13
	Preschool and Elementary	13
	Secondary	14
	Tutorial	15
	Other	15
	Publications	16
	Films	17
Chapter IV	THE LOCAL PROGRAMS	19
	Administration	19
	Application for Migrant Project	19
	Basic Criteria for Approval of Projects	20
	Project Revisions	21

	Carry-Over Provisions for Migrant Funds	21
	Advisory Committee	21
	Planning Committee	22
	Planning a Program	22
	Identifying Migrant Children	22
	Assessing Needs of Migrant Children	23
	Project Objectives	26
	Planning and Implementing Project Activities	27
	Evaluating Program Activities in Terms of the Project Objectives	28
	Disseminating Program Information	29
	Considering Other Factors in Program Planning	29
	Project Staffing	32
	Project Director	32
	Classroom Teachers	34
	Special Teachers	34
	Consultants	34
	Teacher Aides	35
	Home-School Coordinators	35
	Pupil Accounting	36
	Authorization for Enrollment	36
	Attendance Reports	36
	Pupil Records	36
	Project Expenditures	36
	Salaries	37
	Fringe Benefits	37
	Payment for Training for Personnel	37
	Purchase of Equipment	38
	Training of Project Personnel in Use of Equipment	39
	Repair of Equipment	39
	Insurance for Equipment	40
	Pupil Transportation	40
	Staff Travel	40
Chapter V	MIGRANT STUDENT RECORD TRANSFER SYSTEM	41
	Purpose of Record Transfer System	41
	System Safeguards	41
	System Procedures	42
	Enrolling a Migrant Child in the Record Transfer System	43
	Updating a Student's Record	43
	Withdrawing a Student from the Record Transfer System	43
Chapter VI	FISCAL AFFAIRS	45
	Accounting Basis to be Used	45
	Project Approvals and Obligating Documents	45
	Procedures for Obligating Title I Funds	46

Audit Costs 46
Evaluation Costs 46
Construction and Remodeling Contracts 46
Liquidation of Obligations 46
Fiscal Reports to be Filed by the Administrative Units 46
Disbursement and Estimated Requirements of Federal Funds 46
Monthly Record of Project Transactions 47
Project Financial Completion Report 47
Project Expenditures 49
Records of Accountability and Documentation of Costs 49
Use of Project Funds 51
Disbursements and Bank Accounts 52
Ledger Accounts 52
Budget Revision 53
Retirement and Social Security 54
Workmen's Compensation 54
Purchasing Procedures 54
Audits 55
Local Administrative Units 55
Specific Audit Considerations 55
Availability of Audits to Federal Agencies 57
Audit Exceptions 57

APPENDIX 59
Migrant Student Survey Form 61
Authorization for Enrollment 63
Migrant Education Project Application 65
Instructions for Completing the Project Application 79
Itemized Breakdown of Budget (form) 81
Migrant Program Equipment List 83
Equipment List Inventory 85
Evaluation Report 87
Growth Sheet 95
On-Site Visitation Report 97
Monitoring Report 103
Attendance Report 105
Report of Missing Equipment (form) 107
Enrollment Procedure Form (EPF) 109
Modified Procedure Form (EPF) 111
Requested Amendment to Migrant Project Budget (18AA-292) 113
Sample Amendment to Project Budget 115
Harvest and Woods Activities Chart 119
Information for Daily Posting of Accounting Records 121

Project Control Ledger (Form 1822AA-71) 123
Instructions for Project Control Ledger 125
Budget Control Ledgers (Form 18AA-73) 127
Instructions for Budget Control Ledger 131
Subsidiary Ledgers of Detail Expenditure Accounts (Form 18AA-74) 133
Instructions for Subsidiary Ledger of Detail Expenditure Accounts (Form 18AA-74) 137

I INTRODUCTION

THE ATLANTIC COAST MIGRANT STREAM

A knowledge of the historical beginnings of the migratory labor system in our country will foster an understanding and respect that are essential for working effectively with the children of migratory laborers. Migration from one farm to another and from one state to another in quest of employment has its roots in the labor system which developed in the South prior to the Civil War. Under the slave system, the dominant planter class invested the wealth acquired from the land in more land and more slaves while at the same time generally opposing property taxation for the general welfare and universal public education. After the Civil War the landowners had vast areas of land but no labor supply, while the labor force had no skills which would allow them to enter into the limited industrial enterprises of the region. This situation gave rise to the system known as sharecropping. Under the sharecropper system, the financial returns are marginal, and it is practically impossible for the sharecropper to rise above the bare subsistence level.

During the Great Depression years of the 1930's, farming interests in Florida began to cultivate winter vegetables and sugar cane. A person willing to work for one dollar per day might find employment in the fields, and many unskilled laborers from the surrounding states made their way into Florida. During periods of low employment, farm workers began to move northward from Florida along the Atlantic Coast, seeking employment as they moved. This movement developed into a cycle, moving from south to north during the spring and summer and north to south during the fall and winter. It also gave rise to the expression "on the season" which is commonly used by the Atlantic Coast migrant to denote that he is engaged in seasonal farm work.

Following the end of World War II, large numbers of servicemen returned to their homes and joined the labor force. At the same time there was a decline in defense jobs as industry began retooling for a peacetime economy. These factors brought about an increase in the number of migrant farm laborers in the Atlantic Coast Migrant Stream, as unskilled workers with limited education were unable to find employment, except in agriculture.

MIGRANTS IN NORTH CAROLINA

Many of the mainstream migrants who come to North Carolina "on the season" are recruited in Florida. They consider Florida their home base and return there after the end of the harvest seasons in the northern states. In addition to Florida, North Carolina's other principal

sources of interstate farm workers are Mississippi, South Carolina, Virginia and Alabama. Generally, the stream of migrants flows northward in the spring and southward in the fall; however, the southward movement of some labor crews from Virginia to North Carolina during the summer months indicates that there are exceptions to the general pattern. Also, many workers engaged in migratory agricultural labor follow the crops from farm to farm and county to county within North Carolina and never leave the State. There is an increasing number of these intrastate migrants in North Carolina each year because of the emphasis on full use of local workers by promoting the organization of crews with their own transportation. This makes it possible to offer employment to many additional seasonal workers who had formerly been unemployed, since they are attracted by the offer of transportation from their homes to the jobs and the opportunity to return home at night.

The number of workers available from North Carolina to work in other states has declined due to more job opportunities in the State. North Carolina does, however, supply labor to Florida's citrus and vegetable growers during the winter months, and the State also has an international agreement with the Canadian Department of Manpower and Immigration to furnish workers for the Canadian tobacco harvest. A table in the Appendix states the number of both intrastate and interstate migrants used to harvest the specific crops in North Carolina, the states from which the migrants come, the acreage harvested, and the period of activity.

THE HARVEST

Because of the climatic and soil conditions in North Carolina, there is a variety of agricultural crops produced on a commercial scale. These are the crops which are harvested by migrant labor and include tobacco, the State's major crop, cucumbers, beans, potatoes, cabbage, tomatoes, sweet corn, apples, sweet potatoes, peppers, blueberries, strawberries, peanuts, turnips, collards, and gladiolus. A table in the Appendix indicates the commercial crops grown in each of the counties having migrant education projects. Vast acreages of land is being developed in eastern North Carolina which is expected to greatly increase production of corn, soybeans and mixed vegetables.

Mechanization has taken place in several crops, mainly white potatoes, cotton, peanuts, corn, small grain and soybeans. The percent of mechanization varies from area to area. The harvesting of peanuts has been mechanized about 95%; cotton mechanization statewide is about 85%; and corn, soybeans and small grain were totally mechanized in the commercial growing areas. Little mechanization has taken place in the mixed vegetable harvest since they are harvested primarily for the fresh market. The use of mechanical tobacco stitching machines continues to increase, eliminating more barn workers. Mechanical tobacco primers have been operated on an experimental basis, and complete mechanization of tobacco

harvest is expected in the next several years.

Field workers in the potato harvest have been almost totally displaced by mechanization since growers have found the use of machines more economical than hand labor. There has also been an increase in the use of mechanical blueberry pickers; however, the need for hand pickers continues to be great.

Farming is North Carolina's greatest industry. Farmland covers nearly half of the State, providing $1.5 billion in income to the State's economy; and the sale of crops accounts for 55% of the State's farm income. This indicates how important the migrant's job is. Without him, the grower could not survive. In turn, however, the migrants need the harvest, whatever the pay, whatever the working conditions.

MIGRANT CHILDREN IN NORTH CAROLINA

Since the passage in 1966 of the amendment to the Elementary and Secondary Education Act providing for improved educational opportunities for the children of migratory farm workers, there has been an increasing number of these children enrolled in educational programs within the State. In 1967, there were 548 children enrolled in the State's migrant program. In 1968 the number increased to 941; in 1969 there were 1,050; in 1970 there were approximately 2,500; and in 1971 there was an estimated 3,000. In 1972 it is anticipated that 6,000 children will benefit from the migrant education program in North Carolina. Accordingly, fiscal allocations have increased from $187,000 in 1967 to $1,240,000 in 1972.

A study of the migrant children served in the State of North Carolina during the summer season of 1971 indicates that of the 3,000 children enrolled in educational programs, more than half of them were interstate migrants. Approximately one-fourth of the children were intrastate migrants and the remainder were served under the five-year eligibility provision.

Approximately 90% of the migrant children served in North Carolina are black. The remainder are white and American Indian. English is the native language of most of the children, but approximately 5% speak only Spanish or use English as a second language.

As a result of migration, cultural background, and physical environment, migrant children share many of the following characteristics:

They are subject to a marked increase in fears in starting school.
They are able to achieve satisfactorily when their special needs are met.
They are shy and may feel unaccepted.

They are subject to more classroom tensions and pressures than the average student.
They generally come from a matriarchal culture.
Their concepts are limited because learning experiences at home have been restricted.
Their educational programs have had little or no continuity.
They are absent frequently, often because of lack of proper food and clothing.
Their access to dental and medical services is limited.
Their attendance in school is frequently interrupted because their parents move on to other crop harvests.
They have experienced little success.
Their needs for personal and vocational guidance are seldom met.
Their concepts of the value of learning are undeveloped.
They are two or more years educationally retarded due to their limited knowledge of English or to absence from school.
Their readiness for reading will come only after they have acquired the oral vocabulary.
Teachers lack an understanding of their historical and cultural background.
Their school and health records may not be transferred from one school to another.
They have little opportunity for remedial instruction taught by remedial teachers.
They seldom finish the eighth grade and rarely finish high school.
They lack experiences necessary for success in the classroom.
They are often mature in the areas of travel and adult association.
Their concept of sex and sex roles may differ from middle-class values.
Their families' incomes are very low.
They contribute to the family income at an early age.
They live in overcrowded, inadequate housing.
They have little opportunity for preschool educational experiences.

II THE FEDERAL PROGRAM

LEGISLATION AFFECTING MIGRANTS

The plight of migrant farm workers has been recognized for a long time, but it was not until recently that they were given consideration in federal legislation. Some of the more important milestones in this legislation are:

1. *Crew Leaders Registration Act of 1963.* This act requires that crew leaders register with the Farm Placement Service of the Employment Security Commission.

2. *Economic Opportunity Act of 1963.* Title III B of this act provides for education for migrants and seasonal farm workers and day care for their children.

3. *Migrant Health Act (Public Law 87-962).* This act provides for health services for migratory agricultural workers and their families.

4. *Fair Labor Standards Act of 1963.* As amended in 1967, minimum wage provisions of this act are extended to migratory farm workers.

5. *1968 Housing Act for Agricultural Workers.* This act sets minimum standards for housing to be used by migratory laborers.

6. *Five-year Eligibility Provision of 1968.* The definition of eligibility to participate in programs for migratory children funded under P. L. 89-750 was modified by the five-year provision of Public Law 90-247.

7. *Carry-over of Funds (Public Law 91-230).* This act authorizes the carry-over of funds, approved for a State migrant program from the year in which they were allocated to the next succeeding fiscal year.

8. *Elementary and Secondary Education Act.* A 1966 amendment to this act (Public Law 89-750) provides for educational programs for migratory children of migratory agricultural workers.

Public Law 89-750

A legislative mandate for migrant educators is contained in this law as follows:

> "To establish programs and projects designed to meet the special

educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other States."

This law provides grants to the State Educational Agency: "The maximum total of grants which shall be available for use in any State for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in the United States multiplied by (A) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (B) the full-time equivalent of the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State part time, as determined by the Commissioner in accordance with regulations."

"A State educational agency or a combination of such agencies may apply for a grant for any fiscal year under this title to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers. The Commissioner may approve such an application only upon his determination--

(A) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers, and to coordinate these programs and projects with similar programs and projects in other States, including the transmittal of pertinent information with respect to school records of such children;
(B) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under Part B of Title III of the Economic Opportunity Act of 1964; and
(C) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives... [of the program as set forth in the act]."

The act also provides that "the Commissioner shall not finally disapprove an application of a State educational agency under this paragraph except after reasonable notice and opportunity for a hearing to the State educational agency...if the Commissioner determines that a State is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this subsection in one or more States, and for this purpose he may set aside on an equitable basis and use all or part of the maximum total of grants available for such State or States."

DEFINITION OF A MIGRATORY CHILD

For purposes of identifying eligible participants in projects for migrant children, "Title I Program Information Guide #28" issued by the U. S. Office of Education states that "a migratory child of a migratory agricultural worker is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning."

In order to provide consistency in the identification of migrant children, the following definitions from the Advisory Statement on Definitions of Migratory Children released by the Migrant Branch of the U. S. Office of Education on January 13, 1972, shall be applied by all states:

Interstate Migrant

A child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The term refers to a child who is expected to continue to migrate with his parent or guardian.

Intrastate Migrant

A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Formerly Migratory (Five Year Migrants)

A child who has been an interstate or intrastate migrant as defined above but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

Since State priorities under Public Law 89-750 are directed to programs for interstate and intrastate migratory children who are deprived the opportunity of a full school term, projects under this law can not be designed and funded for children in the five-year eligibility category. It should be emphasized that the only purpose of extending the eligibility period for five years is to admit former migratory children, with the concurrence of their parents, into an *established* program and to provide children already in the program with continued services after they have ceased to migrate. In no case shall the extended period of eligibility exceed five years.

The amendment extending the period of eligibility requires the "concurrence of his parents" if a child is to be continued as a migratory child. Therefore, the parents of formerly migrant children should be sufficiently involved in their children's activities under ESEA Title I that they are prepared to respond to an inquiry as to whether or not their children should continue to receive services designed to meet the special educational needs of migrant children.

In accordance to the legalities stated below, *migratory children may be enrolled in educational programs from kindergarten through high school graduation.* The federal law requires that the migrant program be operated within the individual states in conformance with applicable state laws. North Carolina's General Statute 115-1 provides for free public education for every person between the ages of six and twenty-one years of age and to every other person twenty-one years of age and over who has not completed a standard high school course of study. General Statute 115-162 allows a child five years of age to enroll in a kindergarten.

CONTRACTS FOR STUDIES AND SURVEYS

A complete narrative description of proposed contracts for studies and surveys must be submitted to the U. S. Office of Education on the appropriate form by the State Educational Agency. These contracts must have prior approval from the U. S. Commissioner of Education before they can be approved and funded. *The LEA cannot enter into such contracts.*

III THE STATE PROGRAM

ADMINISTRATION

Public Law 89-750 provides that the State Migrant Program be funded on the basis of the estimated number of migratory children, aged five through seventeen, who reside full time within the state, and the full-time equivalent of the estimated number of migratory children through seventeen who reside within the state part time, as determined by the U. S. Commissioner of Education. A select committee of State Directors of Migrant Education has recommended to the Commissioner that data from the Uniform Migrant Student Record Transfer System be used in estimating the number of migrants residing in the several states, and that this information be used as the basis for allocating funds for migrant education programs.

The State educational agency submits its State Plan for Migrant Education and application for funds to the U. S. Office of Education. Approval of the Plan is the responsibility of the Office of Education, but the responsibility for the administration of the program rests with the State, and specifically with the Migrant Education Section of the Division of Compensatory Education, Department of Public Instruction.

OBJECTIVES OF THE STATE PROGRAM

The basic objectives of the migrant program based upon the identified needs of the migrants are established at the State level. Local educational units should plan their programs using objectives which are in harmony with those of the State, as follows:

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.
2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.
3. Provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function on a level concomitant with his potential.
4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.
6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of interstate and intrastate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.
8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.
9. Provide for the migrant child's physical and mental well being by including dental, medical, nutritional, and psychological services.
10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.
11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are listed in order as follows:

1. Summer Programs for Interstate and Intrastate Migrants

   Summer school programs for school-age migrant children have first priority in the migrant education program. These are generally less restricted to a predetermined curriculum and attempt to utilize an experienced-based, non-textbook approach to learning. Most of the programs are operated as separate projects with migrant education funds as their primary source of support. Even in these projects, however, the programs should be planned so that there is coordination of efforts by the agencies providing supporting services to migrant families. A summer program may serve migrant children exclusively if it is the only summer program in the district, or it may be integrated with some other summer school program (ESEA Title I or local district program) operated in the school. Integrating the migrant program with

other programs in the school is encouraged because services can be coordinated and the social isolation of the migrant child is eliminated to some degree through the contacts with non-migrant peers at the same time that efforts are being made to meet his educational needs.

2. Regular School Term Programs for Interstate and Intrastate Migrants

Migrant children enrolled in school during the regular school year should benefit from all appropriate activities in the school program, regardless of the source of financial support. Migrant education funds may be used by those school administrative units operating a migrant education project to supplement and extend the services to migrant children which are not provided through other sources of funding. These extended services may take the form of extra personnel -- classroon aides, reading, counseling, speech or other specialists -- who work directly with the migrant children or free the teacher to work with them. State priorities will determine the amount of funds available for regular school term projects. As has been stated, these funds cannot be used to supplant other sources of financial support.

3. Migrant Student Record Transfer System

One of the requirements of the Public Law 89-750 is that applications for migrant program grants contain provisions for coordinating the program with similar programs in other states, including the transmittal of school records of migrant children. In order to provide speed and uniformity in transferring student information on an interstate basis, the National Migrant Student Record Transfer System was developed. It is based in Little Rock, Arkansas, with teletype terminals serving each of the 48 cooperating states. The teletype terminals in North Carolina are located at the Migrant Education Center in Grifton.

4. Staff Development Activities

Staff development activities and in-service education opportunities are provided as a part of the State migrant program. In addition to those activities available at colleges, universities and other educational institutions, the Migrant Education Center at Grifton has facilities for conducting workshops and seminars for groups of thirty or less. Information relating to specific staff development conferences, workshops and institutes is sent to all local project directors in time for local teachers, aides and supporting personnel to make arrangements for attendance.

5. Migrant Education Center

The State Migrant staff has developed a Center at Grifton, North Carolina, which serves as a satellite unit of the State Office and carries out some of the details of the statewide program for migrant children. Among its resources are facilities for staff development activities, headquarters for the mobile vocational educational units and the housing of the teletype terminals for the Record Transfer System. These are all explained in this section. In addition, the Center houses an excellent collection of instructional films and filmstrips, available on a loan basis to any school in North Carolina which enrolls migrant children. To assist schools in obtaining these instructional aides, film catelogs and up-to-date lists of resources and order forms are available from the Center. Requests for films should be received at the Center five days prior to the date they are to be used. The personnel at the Center will mail the materials in time for their scheduled use, and return postage will be paid by the Center.

6. Mobile Vocational Instruction Program

The State operates two mobile classroom units which are designed and equipped to teach automotive engine tune-up fundamentals. These trailers may be moved from one school to another where they can be hooked up to a 220 volt power source. Each unit is equipped to accommodate a class of ten and, on the basis of five classes per day, will accommodate fifty students at one time. The course is thirty hours long. The instructor travels with the unit and is paid through the State migrant project.

Any school unit having migrant students who would profit from this type of instructional program may schedule one of the units by contacting the Migrant Education Center, P. O. Box 948, Grifton, North Carolina 919/524-5647.

7. Services for Students Eligible Under the Formerly Migratory Provision (Five-year Eligibility Migrant)

The services for children under the five-year eligibility provisions provided through the Migrant Education Program have the lowest priority. These services are provided to children who were once migratory but who have since settled in a community and are no longer following the crops. These children participate in services provided for migratory children for a period of five years, with written consent of their parents. However, programs can neither be planned nor funded on the basis of the number of children eligible to participate under the five-year eligibility provision.

TYPES OF PROGRAMS OPERATED IN THE STATE

Comprehensive

Comprehensive programs are those conducted for prekindergarten through the secondary levels. Such a program was conducted in Camden County during the summer of 1971. There were two distinct components in the program, one for preschool and elementary school children conducted during the day, and one for secondary school pupils conducted in the evenings. In the ungraded elementary school program, operated from 8:15 a.m. to 5:00 p.m., team planning and team teaching were used and program content was developed around high interest subjects with as much individualized instruction as possible being provided. Appropriate films, filmstrips and programmed materials were used which provided learning activities in language arts, mathematics, health, physical education, music and art. Food services in the program included breakfast, a morning snack, lunch and an evening snack. Health services were coordinated by a nurse, and medical and dental examinations were given to each program participant. Treatment was provided as needed. Social services were provided through a staff of qualified counselors and social workers, and visits were made to homes, fields, grading sheds and farm labor offices. Parental interest and involvement were secured and good home-school relations were promoted.

The secondary school program was a vocational program conducted from 7:30 to 9:30 in the evenings, so that work in the fields was not interrupted. Subjects included woodworking, auto mechanics, welding, sewing, cooking, first aid and personal grooming. An evening meal was provided, and the students received the same kinds of health and social services as the elementary school children.

Preschool and Elementary

Preschool and elementary programs constitute the bulk of the migrant projects in North Carolina. The Pasquotank County 1971 summer migrant project was an example of this kind of program, with an enrollment of 129 children. The children were assigned to classrooms on the basis of age but were also grouped according to interests into groups small enough for individual abilities to be considered. Aides were used to maximum benefit for small groupings. A variety of learning centers were established to encourage independent work and to allow as much individualized instruction as possible. The centers included language and listening areas; a library; a post office; a supermarket; housekeeping areas; an art area; and an educational toy play area. The children were given a number of options for each planned goal and thus were allowed as much freedom as possible to participate in choosing their activities. In this respect, the ability of each individual was taken into consideration in daily lesson planning. In addition to classroom activities, a health and physical

education program was provided for each child everyday by a qualified instructor. Breakfast, lunch and an afternoon snack were designed to provide daily nutritional requirements. Field trips scheduled at least twice a week were planned to provide for cultural and educational growth.

Secondary

Secondary programs are designed to provide counseling and guidance services to secondary school age migrant youth. A program of this type is advisable because of the large number of secondary school-age boys and school dropouts who migrate to some areas of the state. Pitt County's 1971 migrant program was exemplary of this project design including both a counseling service and an instructional program.

The classroom phase of the program was operated during the weekends at the Chicod school. Instruction was offered in small tool carpentry, leather craft, ceramics, metal work, auto tune-up, welding, music, art, first-aid, consumer education, and the legal rights of citizens.

Each student was required to sign up for three classes and attend them on a rotating basis as indicated by a schedule published weekly and available to each student when he attended the program on Friday or Saturday evening.

In the craft sessions, the boys made wristbands, pendants and belts; in ceramics, the products included ashtrays, vases and models of animals, and in woodworking, such useful items as suitcases and small tables. Many of the students also worked with leather, paints and printing devices. They learned simple brush techniques and how to care for equipment and mix colors. There was also a music program in which the students sang and learned to play instruments. One unique instructional phase of the program acquainted the students with procedures and techniques of banking through the cooperation of bank officials and staff. One bank remained open on Friday evening to allow those involved in the program an opportunity to deposit their weekly pay. The bank officials taught the students how to write checks, fill out forms and generally take care of their money.

The recreational program included trips to swimming pools, films, a baseball game and a visit to the Marine Base at Cherry Point. The boys were encouraged to utilize leisure time effectively by reading books and using sports equipment.

The counseling aspect of the program was conducted in the afternoons and in the evenings. A team of two staff members (one white and one black) was responsible for the boys at ten locations and made approximately two visits per week to each location bringing health kits, magazines, etc. to let the boys know that someone was concerned about

them and to check to see if there were any problems. Health needs, dental needs, psychological needs, etc., were treated on a referral basis. Any boy who had a health problem was immediately referred to a local public or private medical service.

Tutorial

A tutorial program is a program in which the instructor works individually with a child or a small group, according to their special needs. Robeson County conducted a tutorial program for migrant children during the summer of 1971. The tutorial approach has considerable merit and might be used in other areas. In Robeson County, 12 teachers taught 116 children in one-hour blocks of time, three times a week. Each instructor carried his "classroom" in a car, often scheduling the classes in the early morning, midday or in the late afternoon since many of the children worked in the fields. Areas of concentration were verbal communication, reading, spelling and arithmetic, all taught through various activities such as crossword puzzles, music and art. Inexpensive books and supplies were left in the homes, and students were taken to the demonstration classroom at the central office to see films. Teachers taught health and safety by helping children clean up yards, repair windows and screens, etc. A trip to the USS North Carolina and the zoo was a highlight of the program.

Other

In the summer of 1971, Carteret County used a unique approach to educating migrant children. The program took place in several classrooms which were arranged and furnished to resemble the rooms in a home. The "home-at-school" program design was based on the assumption that the children would be happier, and thus more responsive, in a homelike atmosphere than in regular classrooms which are associated with failure and frustration. It was also based on the use of interest centers and a flexible, student-centered curriculum.

The project staff concluded the most positive aspects of the new learning environment were that the children had more freedom of movement and that teachers and students were more relaxed and interacted on a more personal level. The teachers observed that the children were smiling, were verbally responsive in almost all cases, and that there was no disciplinary problem. Both groups, teachers and students, were enthusiastic about the organization of the program, the lack of day-to-day routine in class scheduling, pupil assignments, etc. Hopefully, creating a home-like situation to house the learning program will enable the children to see a need for education in everyday living. It also encourages a better understanding of cleanliness and social living.

PUBLICATIONS

Local migrant project directors are urged to acquaint themselves with, and make use of, the following publications which may be obtained from the State Migrant Education Section:

1. "Serving Migrant Families" - This booklet is a compilation of many agencies in North Carolina that offer services to migrants. It explains all of the various services offered by each agency and such specific information as contact people, names, telephone numbers, and addresses to make the booklet eminently useable and, more importantly, to offer maximum efficiency in, and prevent overlapping of, services to migrants.

2. "Media Resources" - This is a comprehensive booklet describing in detail the films and film strips available for 1972 at the Migrant Education Center at Grifton.

3. "The Harvest" - This attractive publication provides interesting narrative and pictorial information on the migrant programs in North Carolina.

4. "Children at the Crossroads" - This is an extremely well-done publication put out by the U. S. Department of Health, Education and Welfare, discussing various migrant programs throughout the United States. This publication is very good reading and would serve as excellent background material for personal orientation in beginning or continuing a program. It would also serve to acquaint teachers, aides, and others directly involved with migrants with the life style of the migrant and increase their understanding of the migrant's culture.

5. "1971 Migrant Education State Evaluation Report"

6. Brochures on the following:

   "The Uniform Migrant Student Record Transfer System"
   "North Carolina's Migrant Education Program"
   "The Mobile Automotive Tune-up Units"
   "The Migrant Education Center at Grifton"
   "Some general brief questions and answers about migrant children from the USOE"

7. "Suggestions for Better Understanding the Migrant Child"

8. "Sample Objectives for Migrant Education Programs"

FILMS

"Migrant Education in the Tarheel State," an explanation of the migrant education program in North Carolina - 22 minutes; 16mm.

Three slide-tape presentations on the following:

"Migrant Education in North Carolina," an overall view of the migrant program - 20 minutes.

"Migrant Education Center," an overview of the Migrant Education Center at Grifton with an explanation of its facilities - 15 minutes.

"Record Transfer System," an overview of the system - 13 minutes.

IV THE LOCAL PROGRAMS

ADMINISTRATION

The local Migrant Education program must be planned so that they will unite all available resources, including state, local and ESEA Title I funds to provide a unified approach in meeting the special needs of migrant children. Migrant children, for instance, are entitled to the basic State educational services, but many are also eligible for services under ESEA Title I. In addition, other State and local agencies may provide free services to migrant children. *It should be made clear that migrant funds are to be used to supplement and not to supplant any of these other services.*

The local programs are funded on the basis of the special needs of the migrant children, the kinds of activities planned to meet these needs, the degree of cooperation, coordination and assistance from other sources in meeting these needs and the ability of the local educational agency to provide the services described in their proposal. The responsibility of carrying out the program, once it has been funded, rests with the local educational agency, and the role of the State educational agency becomes that of providing consultant services and supervision.

APPLICATION FOR MIGRANT PROJECT

The local educational agency seeking funds for a migrant project submits five copies of the project application to the Migrant Education Section, State Department of Public Instruction. The complete application consists of a detailed description of the proposed program, its dates of operation, objectives, anticipated number of children to be served, schools in which the program will operate, personnel to be employed, list of equipment to be purchased, inventory of equipment purchased under previous migrant projects and a proposed budget to carry out the program described. Application forms are available from the Migrant Education Section, State Department of Public Instruction, Raleigh, North Carolina 27602. (See sample copy in Appendix).

Procedure for preparation and approval of a project application:

1. LEA and SEA personnel identify the migrant children in the school district and estimate the number to be enrolled in the program.

2. LEA personnel conduct a needs assessment to determine the special needs of the children.

3. LEA and SEA personnel jointly design a program to meet those needs.

4. LEA and SEA personnel develop plans for program activities and a budget for implementing the program.

5. The project application is submitted to the State Migrant Education Office.

6. The Migrant Education Reviewing Committee reviews the project application.

7. The ESEA fiscal affairs section reviews the project budget.

8. The LEA modifies the project proposal according to any recommendations made by the reviewing committee.

9. The State Director of Migrant Programs issues project approval.

Basic Criteria for Approval of Projects

In order to assure that the intent of the law is met, each migrant project must meet the following criteria before it is approved for funding:

Needs Assessment - Project objectives and activities must be based upon an assessment of the special educational needs of the migrant children.

Special Educational Services - Each project should provide, within itself or within the educational program which is supplemented by the project, direct instructional services to eligible migratory children.

Objectives - Major objectives of the project should be stated in terms of expected changes in the achievement and performance of specified group of migratory children.

Size, scope and quality - Projects shall be of sufficient size, scope, and quality to assure substantial progress toward meeting identified major needs of participating children.

Coordination with local, state and other federal efforts - Each proposal should specify the nature and extent of coordination with local, State and other Federal programs and agencies which has been effected in the development of the program, which will take place in the project itself, if approved.

Evaluation - Each project should contain provisions for evaluation. Projects that provide within themselves direct instructional services should be evaluated in terms of the impact of such services on

the educational achievement of the children served, and in terms of other major project objectives. Projects that do not provide direct instructional services within themselves should be evaluated in terms of their impact on the instructional services of the program which is supplemented by the project, as well as in terms of other stated project objectives.

Dissemination and reporting - The manner and extent to which information about the project will be communicated to others shall be specified, and assurance given that the applicant will make such reports as are required by the State educational agency.

Project Revisions

Any substantial change in program activities and any changes involving the project budget must have prior approval from the State Migrant Education Office. A local educational agency may request a revision of its migrant project by submitting an amendment to the State Migrant Education Office. Revisions of the project budget must be submitted on Form 18AA-292 and each change in the budget must be justified in the accompanying letter of explanation. Each amendment must be submitted in four copies. All copies of Form 18AA-292 must be signed by the superintendent.

Carry-Over Provision for Migrant Funds

Public Law 91-230 authorizes the State Educational Agency to carry over migrant funds from the fiscal year for which they were appropriated to the next succeeding year. There is no provision for carryover of migrant funds at the local educational agency level. In order for the State Director of Migrant Programs to make maximum use of all available funds, it is imperative that all funds approved for a local project which are unobligated at the end of the project be returned to the State Migrant Education Office within 90 days after the conclusion of the program.

ADVISORY COMMITTEE

Each administrative unit should have an advisory committee composed of individuals representing agencies directly involved in providing services to migrants. The purpose of this committee is to keep its member agencies informed in programs and services presently available to the migrant population. Representative agencies and individuals involved on this committee might be the local health department, Department of Social Services, Department of Mental Health, Community Action Agency, Grower's Association, Farm Labor and Rural Manpower

Service, local migrant council, migrant workers themselves, and any other agencies and organizations serving farm migrants. Migrants and former migrants who have settled in the community should constitute at least a simple majority of the committee. The committee may have regularly scheduled meetings or may meet informally. In either case there should be a free flow of information among the agencies represented so that programs can be coordinated and duplication of efforts may be minimized.

PLANNING COMMITTEE

At the time that the amount of funds available to the local units for carrying out migrant projects is determined, the State Director of Migrant Programs will contact each local project director and arrange for a planning conference. Personnel from the State Migrant Education Section will work with the planning team from the local unit in estimating the number of migrant children to be served, determining the needs to be met and designing a program which will meet these needs. Consultants and program specialists from the Division of Planning, Research and Program Services may be called upon to assist in planning program activities and evaluation procedures. Assistance from these specialists is available both in the planning phase and during the operation of the project. Each local unit must submit two copies of the descriptive evaluation report to the State Migrant Education Section within ten days after termination of the project.

PLANNING A PROGRAM

The logical steps in planning and implementing a migrant project are as follows:

1. Identifying Migrant Children

   The estimate of the number of children to be served in the program should be based upon the best information available. Enrollment in previous programs is one indicator which should be used. This information is available in the office of the LEA. In addition, the project director should contact the Farm Placement Representative at the Employment Security Commission, members of the Advisory Committee and any other individuals and agencies who will be in a position to assist in arriving at a reasonable estimate of the number of migrants in the areas (See booklet "Serving Migrant Families").

2. Assessing Needs of Migrant Children

After the number of children in the project is established, the special needs of the children must be determined. Some of their general needs are as follows:

(1) *Academic* - For most migrant children, because of a high degree of mobility, school attendance has been very limited, and their level of achievement is usually correlated with school attendance. By the time they are twelve or thirteen years of age, many of these children have missed enough days from school to place them two or three years behind the normal child of the same age. As a group, they constitute the greatest single source of illiteracy in America today. In order to offer the migrant child a program that will be successful, the school should provide him the best possible education that can be given - whether he is in the program six days, six weeks, or six months. Teachers should be friendly and alert to the child's needs. From the start, he should be made to feel welcome and comfortable, and curriculum should be tailored as much as possible to meet his individual requirements.

(2) *Health* - The migrant child seldom sees a doctor. Pinworms and diarrhea are frequent among migrant children along with other common untreated ailments, including impetigo and other infectious skin diseases, acute tonsillitis, iron deficiency anemia and asthma. In addition, many epidemics break out among the children, contributing factors being primitive outhouses and crowded one-and two-room cabins where as many as five or six children sleep. The migrant child is also prey to a host of diseases now rare in the nonmigrant world: Diptheria, typhoid and whooping cough. Many migrant children under 18 have not received polimyelitis immunizations, and some reports have put the incidence of dental abnormalities at 95 percent, while others have stated that bad teeth are "universal."

(3) *Nutrition* - A poor diet condemns the child from the start. Many migrant children have no milk to drink for long periods of time and their diet consists mainly of inexpensive foods such as corn meal, rice, beans and peas. Because of this they are prone to scurvy, rickets and severe protein deficiencies. Special efforts should be made to provide them with hot nutritious meals to help prevent malnutrition. Also, lessons should be provided in preparation of well-balanced meals.

(4) *Physical* - Some migrant children come to school in clothing

that is in deplorable condition. Many stay away from school because of self-consciousness about their clothing, and their inability to bathe properly. The migrant project should help improve the physical condition and mental attitude of these children by giving access to shower facilities and providing clothing and units of study dealing with personal cleanliness and body care, and care and selection of clothing.

(5) *Social* - The migrant child is often shy and may feel unaccepted. He is also subject to a marked increase in fears as he enters school. He does not possess many of the so-called basic social amenities. In fact, many do not even know how to use silverware properly. For this reason, the classroom should be a small society with a home-like atmosphere where the child acquires these skills in real or simulated situations. However, since most authorities agree that segregation of migrant children for special classes is not wise, these children should be put with others for regular classes and for lunch, games and any other group activities. There should also be frequent opportunities for the migrant children to work with the teacher or aide individually or in small groups. The curriculum should offer many opportunities for social contact among pupils and with the teacher. Children should be encouraged to ask relevant questions in class, on field trips and in other activities.

(6) *Self-Concept Improvement* - Because the migrant child does not have the advantages of the middle-class child, educational programs for migrant children must be compensatory in nature. The basic goals of such programs should be to provide those experiences that will help each child improve his self-concept, develop his social and academic skills, develop his language ability and vocabulary, expand his cultural experiences and establish sound health and nutritional habits. Generally the migrant child comes to school with a negative concept about himself and his capabilities. He feels insecure, inferior, rejected, and threatened as he confronts the classroom environment. Until he begins to feel that he is important as a human being, that he has a history of which he can be proud, that his people have dignity, and that he is liked and accepted, he cannot achieve the feeling of security which is necessary before the learning process can begin. Some of the ways that the teacher can learn about the child and gain his confidence are through conversations, sitting with him at lunch, playing with him on the playground and visiting him in his home. As the migrant child begins to feel more secure, that he is

wanted and accepted, it becomes easier to determine the types of experiences which should be included in his school program.

(7) *Pre-vocational and Occupational* - Few migrant children remain in school long enough to complete a high school education. Because of this and the movement from one school to another there is little likelihood that the migrant child will have an opportunity to have any instruction in pre-vocational courses or to develop any occupational skills. In those projects where junior high and high school-age youths are served, programs in pre-vocational and occupational education should be initiated. The automotive tune-up mobile unit operated by the State Migrant Office could offer a meaningful program to some of the interested youths. Other programs might include courses in home-making, sewing, cooking, welding, sheet metals, brick-laying, electrical work, small engine repair and any of the other occupational courses which would be of interest to the migrant youths.

(8) *Guidance* - Because many of the older migrant children are school dropouts, there is an obvious need for guidance services to be extended to all the children enrolled in the migrant project, particularly in those projects enrolling secondary school-age migrants. Guidance counselors might work with the students in the evenings, on weekends or at other times when work in the fields will not be interrupted. Guidance should also be included as a part of the activities for the elementary school-age children in order to foster in them a positive attitude toward themselves and the school. In this way many dropouts may be prevented and the children will reap the benefits of the available educational opportunities.

(9) *Kindergarten* - Preschool programs for migrant children provide some activities which are useful in overcoming some of the social and cultural disadvantages suffered by the migrant children. For this reason preschool programs should emphasize social, emotional, psychological and physical development.

(10) *Cultural Enrichment* - The migrant child is isolated from the rest of society because of his migratory pattern of living. Many migrant children are unable to understand their cultural backgrounds or appreciate the contribution their families are making to a society which has isolated them into a separate subculture. Migrant programs should recognize the cultural needs of these children and plan

activities which will enrich their lives through an understanding of their racial and cultural backgrounds and the importance of the interaction of people with cultures different from their own.

3. Project Objectives

Project objectives should be stated as precisely as possible, before the projects are initiated, so that evidence of change may be systematically measured or observed and recorded. The specific plan to achieve the stated objectives of the project should (a) include a detailed description of each major activity, and (b) focus on the precise resources, methods, and procedures to be employed in carrying out the activity, including staff and inservice training requirements, facilities, equipment and material.

Depending upon the needs of the children as they are identified by the local needs assessment, the local migrant project should establish specific objectives which can be evaluated in terms of the impact that the program has on the performance of the students. These objectives should be in harmony with the State program objectives and the mission of the national migrant program.

Some examples of objectives which would be appropriate for a local migrant project are listed below. These are only a few of the objectives which might be used by a local educational agency and should be considered as samples of the type of objectives expected in the local project application:

(1) At least 70% of the migratory children enrolled in the program for one school year will show one year of progress in the basic skills as measured by the California Test of Basic Skills.

(2) Each migratory child will demonstrate his understanding of traffic rules by identifying highway signs by shape and color.

(3) Eighty percent of the migratory children in the program will show significant progress on reading as measured by the Botel Reading Test.

(4) Each migratory child enrolled in the program will show a positive change in self-concept as indicated by the Migrant Student Growth Sheet.

(5) Each migrant child will demonstrate an understanding of

good health habits by daily taking of showers, changing of clothes and brushing of teeth.

(6) Each pre-school migrant child will show growth in social and emotional maturity as indicated by the Migrant Student Growth Sheet.

(7) Each migrant child will improve in manual dexterity through the construction of at least one three-dimensional object.

(8) Each teenage migrant girl will begin to develop or will improve basic sewing skills by constructing a simple garment.

(9) Each teenage migrant boy will begin to develop at least one occupational skill by participating in laboratory or shop activities.

(10) Each migrant child will participate in the health screening conducted by the project nurse.

4. Planning and Implementing Project Activities

Some recommendations which may serve as guides in planning and implementing successful migrant projects are listed below. In addition to the suggestions listed, it is strongly recommended that program planning committees consider recommendations made in previous program evaluation reports:

(1) Each program of substantial size should have a migrant project director who keeps in close contact with the daily operation of the program.

(2) Instructional programs should be tailored to the learning styles of migrant children by placing emphasis on physical involvement and building feelings of security and self-esteem.

(3) Learning activities should emphasize positive aspects of the migrant's subculture.

(4) Adequate health services should be provided in each project.

(5) Instruction in personal hygiene should be realistic in terms of the children's living conditions.

(6) Each project should provide food services to the children enrolled.

(7) All evening programs for migrant youth should begin with a nutritious hot meal.

(8) Each project should include one meal function to which the parents are invited.

(9) Children should assist in the selection of clothing provided for them through the project.

(10) Each child should be provided with a personal health kit and opportunities for its use under teacher supervision.

(11) Each classroom should have reading materials for a wide range of abilities.

(12) Preschool and primary school children should have supplies of puppets, puzzles, outdoor play equipment, blocks, tools and other materials for instruction and creative play.

(13) The staff should have the opportunity to rate the effectiveness of the administration.

(14) Maximum use should be made of aides.

(15) An orientation period for the staff should be provided.

(16) Local staff development activities should be included in each project.

(17) Forms and reports to the State office should be tendered promptly and accurately.

(18) Special attention should be given to the procedures of the National Student Record Transfer System.

5. Evaluating Program Activities in Terms of the Project Objectives

Evaluation is an ongoing process, done periodically and consistently if a cause-effect relationship is to be identified between what the teacher does and how the student responds. Evaluation reinforces good teaching by identifying what teaching procedures and materials yield the greatest benefits. The greatest beneficiaries of effective evaluation are therefore the teachers and students concerned.

Provisions for evaluation are required in every migrant education project. Much of this evaluation may be subjective in nature, some may be fragmentary, some may be intuitive, based on only slight observable change in student behavior, but all such assessments should be considered and allowed to contribute to continued direction of project activities.

Steps in preparing for evaluation should be described in the project application. Each objective should be listed in specific and behavioral terms with a parallel listing of instruments to be used in measuring the progress toward the objectives.

6. Disseminating Program Information

The local educational agency should provide the local news media with information on the migrant project, including human interest stories, photographs and other items related to project activities. An informed public will tend to be an interested public and will hopefully support the program in action.

Information about modern developments, program activities of an innovative nature, educational research findings and other significant program information should also be shared with the teachers and administrators in the local educational agency and with the State Migrant Education Office. Some ways that this information may be disseminated are through professional staff meetings; workshops and seminars; professional libraries; newsletters; staff development conferences; and press releases to news media (newspapers, radio and television).

Upon request, copies of any official document or other migrant related information must be made available to any interested person or agency at a reasonable cost. The only exception to this regulation is that individual pupil performance records may be kept in confidence.

7. Considering Other Factors in Program Planning

(1) *Coordination with other Programs* - It is extremely important that the program operated by a local educational agency with regular Title I funds and the program operated by that same agency for the State educational agency on behalf of migratory children be carefully coordinated. In fact, where it seems possible to do so and would best serve the children, the program should be operated on a cooperative basis with the State educational agency making the migrant funds available for the support of that portion of the program which it deems will match the extra obligation placed on the school district by the presence of migratory children.

(2) *Recruiting Migrant Children* - The first step in recruiting children is to secure the interest and cooperation of the growers in the area. These people can be quite effective in establishing rapport between the migrant and the school. For summer school they should be contacted during the late winter or early spring. If they are interested, they can

inform the crew leaders that summer school will be in operation in their areas. Crew leaders who prefer stable family groups to unattached migrants can use this summer school program to induce parents to bring their children with them rather than leave them with relatives. Thus, the growers may be the key people in helping to keep migrant families intact. Several agencies may cooperate with the director by furnishing information locating migrant camps and family units in the area and estimating the number of migrants expected and the approximate date of their arrival. (See "Serving Migrant Families").

(3) *Age Limitations* - Under the definition and guidelines for the migrant program, educational programs may be designed for migrant children and youth who range from kindergarten through grade twelve. It would be desirable for local directors to find day care for children under four years old so that older children in the family would not have to care for them and would be able to enroll in the educational program. Sometimes the North Carolina Council of Churches provides such care, or there may be other agencies who would provide it. Unfortunately, under present circumstances, the migrant program itself cannot provide such services.

(4) *Length of Program* - The programs should be planned to operate for the entire period of time that the migrants are in the community. Many programs will operate for six weeks, some may last only three or four weeks and some may be extended to eight or nine weeks. The elementary school program should extend for a full day, or at least six hours, exclusive of the lunch hour. Special programs for youths which are conducted in the evenings and on weekends should be scheduled so that they do not conflict with the students' responsibilities as members of the migrant crew.

(5) *Food Services* - All children enrolled in a migrant project should be provided with adequate food service from whatever sources are available. Summer migrant projects are eligible to receive surplus food commodities and may also receive cash reimbursements through the Division of School Food Services, State Department of Public Instruction. For more information contact the Director, School Food Services, Department of Public Instruction, Raleigh, N. C. 27602.

(6) *Health Services* - Each local migrant project should have a health services component. Medical and dental examinations, treatment and correction should be provided. If possible, these services should be provided through the local health

department, the migrant health project or other agencies having primary responsibility for health services; however, if the local agencies cannot provide these services, they should be a part of the migrant education project but should be coordinated with services provided by the local health department.

(7) *Field Trips* - Field trips can be especially valuable for carrying out the purposes of education programs for migratory children. Attitudes and outlooks change more easily where there are opportunities for the easy give-and-take incidental to planning, developing and carrying through an activity such as a field trip. Good field trips for children of migrant workers have the same characteristics as good field trips for any children. The major requirement is that such trips should be based on first-hand knowledge of each individual pupil's needs. All children in a classroom do not necessarily need the same trips. Careful thought should be given to these trips with persons other than the classroom teacher. Summer programs with their low pupil-teacher ratios and adequate consultant and para-professional personnel allow this attention to individual needs. Migrant children need the quantity of direct interaction with concerned and capable adults that is possible in small groups. They need especially to learn how to perceive and integrate the experiences gained on the trip. One of their major difficulties is the extreme superficiality of their experience outside their own families and their limited subculture. Certain experiences lend themselves to large groups of pupils. The traditional trip to zoos, to circuses or to picnicking spots are often enhanced by large group participation. The changing patterns of family living among some groups of migrants may also make it desirable to include some introduction to settled community living. This may include a daily trip to the post office to pick up the mail or other routine responsibilities outside the classroom.

(8) *Religious Instruction* - None of the funds made available for migrant education projects may be used for religious worship or instruction.

(9) *Parental Involvement* - The national guidelines for the migrant program require that an advisory committee, a simple majority of which will be migratory parents or formerly migratory parents, be involved in planning the migrant education program. Continuing parental involvement in the program may be obtained through friendly contacts with parents. These contacts are important in establishing rapport, in helping the parents as well as the

child to adjust to school, and in improving attendance in the school program. Home visits by the teacher, attendance worker, counselor or other personnel can be made to enroll children in school, to determine causes of absences from school, to become acquainted with the parents or to learn of home conditions. Invitations to visit the school and teachers whenever necessary should be part of the contacts made between the school and parents of migrant children. Letters and informal notes are also helpful in increasing the interest of the parents in sending their children to school regularly. Informal notes can be used to inform parents of school activities and programs, to announce services offered by the health department, to obtain additional information for school records and to recognize and praise the child for a school activity he has done well. Brief notes or comments on the margins of written papers which the children take home to the parents are other means of communication.

PROJECT STAFFING

All professional personnel should be certified for the position for which they are employed, and para-professionals should be qualified for their positions through training and experience. Staff development activities are to be a vital part of the total program. They should, for instance, provide inservice training to sensitize teachers and other personnel to the ethnic and cultural backgrounds of the migrant.

Project Director

The project director's primary responsibility is to provide the atmosphere and resources essential to a smoothly running program. In order to do so, he should possess an insight into the problems of migrants, a knowledge of curriculum, methods and materials, and an earnest desire to improve the status of migrant children and adults. He should give direction to the planning of the program activities and should keep in close contact with the staff during the operation of the project. He has the ultimate responsibility for the operation of the project and for all records and reports required by the State Migrant Education Office. The minimum responsibilities of migrant program directors may be enumerated as follows:

1. Determine the number and location of migratory children.

2. Make an assessment of the needs of the children.

3. Develop goals and objectives based upon needs.

4. Develop inservice training programs for teachers, aides, and supporting personnel.

5. Determine educational priorities.

6. Act as a public relations agent by promoting county and community acceptance of educational programs for migratory children.

7. Promote rapport and coordination between the school and the migrant community.

8. Promote coordination between local, state and federal agencies to secure and implement services from all available sources for migratory children, i.e., USDA for lunch programs, Public Health Services, Migrant Ministry, OEO, church daycare centers, etc.

9. Assist in the planning, design, implementation, monitoring and evaluation of the Migrant Education Program making certain that programs are developed around SEA educational priorities and objectives for migratory children from preschool through high school.

10. Attend State and regional meetings of migrant program personnel.

11. Provide services for migratory children who are in the LEA during the spring and fall when regular school is in session, making certain that they receive services from the regular school program and that migrant funds provide supplementary services.

12. Submit all project applications to the SEA for funding.

13. Establish guidelines regarding the purchase of materials and supplies.

14. Maintain an inventory of all equipment purchased with migrant funds.

15. Make certain that there is an Authorization for Enrollment form on file in the LEA and the SEA for each child enrolled in the program.

16. Supervise the transfer of students' records.

17. Disseminate information concerning the program.

18. Supervise the expenditures under the program to make certain that the LEA is supplementing and not supplanting other funds.

19. Assure that materials and tests used in the program are suitable for the children being served.

20. Submit evaluation reports to the SEA not later than ten days after the end of the program.

21. Prepare forms and reports as required by the State Migrant Programs Director.

22. Assist in the selection and hiring of project personnel.

Classroom Teachers

Teachers selected to work in migrant projects should have a desire to work with disadvantaged children and, if possible, have had some previous experience with them. A knowledge of the sociological and economic background of the migrant is important to the development of an understanding of and a genuine interest in these children. Teachers must also be able to adapt curriculum content and materials to the children's level of understanding so that they may develop skills and concepts they will need to become productive citizens in our society.

Special Teachers

A valuable aspect of the program is the use of special teachers in the fields of art, music, crafts, physical education, and homemaking. Their role is most effective when it supports the ongoing activities of the classroom. Some of these special teachers can assist the pupils in preparing practical projects, many of which can be taken home and used by the pupils and their parents.

Consultants

In order to provide more fully for the needs of migrant children, it may be necessary to provide the services of a team of consultants. This team might include people trained in reading, guidance, psychology, health and speech. They too need an understanding of migrant problems and a desire to help. The consultants should work closely with the regular staff so that optimum opportunity is provided for each child to develop and achieve his highest potential, physically, mentally, and socially. Consultants and program specialists in the Department of Public Instruction

should be utilized to the greatest extent possible before requesting assistance from outside sources.

Teacher Aides

During summer programs one aide per classroom teacher is desirable. Aides should have had some previous experience working with children. Their responsibilities include nonteaching tasks such as correcting papers, assisting youngsters with routines, reading stories, securing materials and setting up equipment. A fairly high level of maturity is an important quality in an aide, as is the ability to cooperate closely with the teacher. College students in teacher education programs are often particularly qualified. Former migrants, migrant parents, as well as young adult migrants serving as aides can also play an important role in the summer program. They can contribute by assisting in the classroom, library, and cafeteria, as well as on the playground and during field trips. They may also serve as interpreters of the migrant culture and act as liaison between home and school. The ability of the migrant aide to communicate about the program in the camp and with the child in the classroom is extremely valuable.

Training of aides may take place during staff training sessions and migrant education conferences. Sessions should include background information on culture, child development, instructional rationale and methods and use of instructional devices.

Home-School Coordinators

The home-school coordinator must have a knowledge and understanding of the experience, working and living conditions, language, and culture of the migrant. A determined effort should be made to recruit qualified persons who have firsthand knowledge of this way of life. The home-school coordinator should establish lines of communication and, if possible, rapport with the growers, camp owners and managers, and all people in the area who can provide information concerning the temporary or permanent residence of the migrant families. He or she should have a thorough knowledge of the school's philosophy, curriculum, activities and supportive services, and an appreciation of the extent that they can be modified to meet the needs of the migrant students. He should be knowledgeable of the agencies, service organizations, businesses and industries in the community which can provide supportive services that will assist the school in meeting the needs of the migrant students.

PUPIL ACCOUNTING

Authorization for Enrollment

School officials must complete two copies of the Authorization for Enrollment in the Migrant Education Program for each migrant child that enrolls in the migrant education program. One copy of the form is to be sent to the State Migrant Education Office immediately upon enrollment. In no case should there be a delay of more than five days from the date of enrollment until the form is sent to the State Migrant Education Office. The other copy of the form is to be filed in the LEA. The purpose for the form is to establish the eligibility of the child to participate in the program and to authorize school officials to provide emergency medical care through a physician if such treatment should become necessary. (See sample copy in Appendix).

Attendance Reports

Each LEA is required to report periodically the number of children enrolled in their summer migrant education project. The forms for reporting this information are available from the State Migrant Education Office and should be submitted according to the directions printed on the form. (See sample copy in Appendix).

Pupil Records

North Carolina is cooperating with the U. S. Office of Education and all the other states in the Uniform Migrant Record Transfer System. All local educational agencies operating migrant projects must comply with the requirements of this system.

PROJECT EXPENDITURES

Migrant funds may be used for such expenditures as are reasonably necessary to carry out an approved project. The program or project expenditures may include a wide range of items such as salaries, staff travel, pupil transportation, equipment, instructional supplies, training of personnel, and payment of utilities.

Each project or the program the funds supplement must provide sufficient direct services to migrant children to give reasonable promise of substantial progress toward meeting their special educational or related needs. Only those expenditures which are directly attributable to the migrant education program are to be included in the application.

Salaries

Salaries for professional personnel in the migrant program must be in accord with the salary schedule adopted by the LEA. During the regular school term, salaries should be computed on the basis of the state salary schedule as determined by the individual's certification, plus any applicable local supplement paid to all other professional employees for similar responsibilities. During the summer migrant projects, the salaries may be computed the same as during the regular school year or according to a salary schedule applicable to all summer employees. Salaries of the nonprofessional staff may be computed on an hourly basis or according to a fixed schedule adopted by the LEA.

When services are rendered to the migrant program by persons employed in the ESEA Title I program or other programs funded with Federal monies, the salary of the person rendering such service must be prorated between the programs on the basis of time spent in each program. Refer to Chapter 8, Handbook II, "Financial Accounting for Local and State School Systems," and "Directions for Title I," section 21.6, for information on prorating salaries.

Fringe Benefits

Fringe benefits for professional personnel should follow the policies of the individual LEA. Matching contributions for Social Security should be included in the budget for everyone employed during the regular school term. Since part-time employees are shared between migrant project activities and other nonproject functions funded from another source, the administrative control of such personnel during the time they are assigned to the migrant project must remain with the State educational agency or school conducting the project.

Payment for Training of Personnel

Since training of personnel is considered essential to the success of migrant education programs and projects, use of funds for staff development is encouraged. It should be noted, however, that P. L. 89-750 is not oriented toward general improvement of manpower resources in migrant education, but rather to the adequate training of project staff. In the preparation and strengthening of teachers of migrant children, use of funds from other Federal programs such as Title I of P. L. 89-750 is suggested, as well as State and local funds. Inservice education activities included in local migrant projects may be supported by the State Department of Public Instruction through the payment of stipends and

consultant fees. For complete information contact the Director, Division of Staff Development, Department of Public Instruction, Raleigh, N. C. 27602, 919/829-3092.

Personnel who may be trained under P. L. 89-750 include teachers, teacher aides, and other personnel considered essential to the success of the program. The training of teacher aides is a requirement when untrained aides are employed in a migrant project.

Projects that include the purchase of equipment should provide for inservice training of project staff in the use of such equipment, or give an assurance that personnel employed by the project have expertise in the use of the requested equipment. Whenever feasible and appropriate, institutions of higher education should be involved in planning and conducting training activities in evaluating the impact of such trainings.

The basic types of training which are possible under P. L. 89-750 are workshops and institutes, and evening and Saturday classes during the academic year. Training activities may be provided as a component of a project which includes direct instructional services or as a component of a project which does not include within itself direct instructional services but which supplements a program providing such services.

Purchase of Equipment

Title to all equipment purchased under the migrant program remains with the State Migrant Education Office. It is expected that all equipment in the school will be used as required in the migrant project, therefore, most of the equipment necessary for the migrant program should be available through the LEA. In some instances it may be necessary to purchase an item of equipment in order to meet the special educational needs of the children enrolled in the program. Each item of equipment to be purchased under a migrant education project must be listed on the project application and approved by the State Migrant Education Staff prior to its purchase. In addition to the proposed purchases, the project application must include an inventory of all equipment purchased under previous migrant projects.

Since the title to all equipment purchased under a local migrant project rests with the State Migrant Office, it may be necessary at times for the State Director to relocate equipment items from one LEA to another when the use of the equipment in the LEA in which it was purchased can no longer be justified on the basis of its use in serving migrant children.

Expenditures for equipment can be justified when (1) it is established that the equipment is essential to the provision of services to migrant children, and (2) the application has a staff trained to use the requested equipment or has made provision for adequate staff training in the use of such equipment. All projects providing for purchase of equipment must also provide direct instructional services to participating migrant children either as a part of the project or as a part of the program supplemented by the project. Equipment previously acquired with P. L. 89-750 funds must be accounted for in a documented inventory by the LEA and will be taken into consideration by the State educational agency in its review of local project applications.

It is expected that every effort will be made to obtain the project equipment at such time during the course of the project that it can be effectively used for the purpose for which it was intended.

Expenditures of any kind which are not covered by an approved application or an approved written amendment to a project, including those for the purchase of equipment, are not permitted and, if made, must be disallowed at the time of an audit. Project equipment may be used in schools that are eligible for projects provided it is used for the same purposes for which it was originally intended and approved. Local educational agencies' inventories of equipment shall be maintained for the useful life of the equipment.

The purchase of all items of equipment must be in accordance with all State and local laws governing equipment purchases, and with rules and regulations of the State Department of Administration, Purchase and Contract Division and policies of the State Board of Education. (Refer to "Directions for Title I," pp 40-43).

Training of Project Personnel in Use of Equipment

No project should be approved nor purchases of equipment for a project authorized without assurance being given by the project applicant of the participation in the project of staff members trained in its use, or that arrangements for such training will be made in sufficient time so that the equipment may be effectively used during the duration of the project.

Repair of Equipment

Repair of equipment is an authorized project expenditure. It is expected that proper care and maintenance will be exercised in

the case of equipment purchased through project monies, however, in order to minimize expenditures for repairs.

Insurance for Equipment

Where State educational agencies, local educational agencies, and participating schools carry insurance against theft, fire, and vandalism, items purchased under project funds normally will be included automatically under the terms of such insurance. If equipment purchased is not covered by such a policy, expenditures for suitable insurance is permitted under the migrant program. In the case of uninsured equipment purchased from project funds, the grantee shall be held liable for any loss or destruction through negligence on his part.

Pupil Transportation

P. L. 89-750 regulations permit expenditures for transportation of migrant pupils under certain conditions. Ordinarily, the transportation involved is that of pupils from the campsite to their school and to such educational sites as museums, places of historical or scientific importance, or the location of off-campus project activities. State agencies that receive P. L. 89-750 allocations have considerable discretion in determining what activities may be included in a project. All such activities need to be evaluated in terms of how they contribute to the project's child-centered objectives, and how they meet the basic project requirements. As with expenditures for equipment, usually pupil transportation funds are requested as components of projects, with direct services to migrant children being provided through other project funds. It is possible, however, for a project to consist wholly of expenditures for equipment, or pupil transportation, if such an expenditure is essential to the success of a given project, and providing that project supplements a program which does provide direct instructional services to migrant children. Cost of pupil transportation services will be figured on the basis of the salaries for bus drivers plus the per mile operating cost of the school buses operated by the local educational agency. The per mile operating cost of the school buses is determined by the Division of Transportation, State Board of Education.

Staff Travel

Reimbursement for travel in the performance of duties shall be in accordance with the policies adopted by the local board of education not in conflict with rules and regulations of the State Board of Education.

V MIGRANT STUDENT RECORD TRANSFER SYSTEM

Public Law 89-750 which authorizes the funds for establishing or improving programs of education for migratory children also mandates the interstate and intrastate exchange of individual student records. The Migrant Student Record Transfer System was established to carry out this mandate. Each school enrolling migrant children under a migrant project funded by P. L. 89-750 must cooperate in this information exchange.

PURPOSE OF RECORD TRANSFER SYSTEM

The purpose of the Record Transfer System is to make educational and related information on any child available to any school in any of the 48 cooperating states within the shortest time possible. Using this computerized system, a school official may contact the teletype terminal operator by telephone and request information on a migrant child. The critical data on the child, which includes name, sex, birthdate, student number, current reading and mathematics levels, program type, innoculation record and any chronic or critical health condition, will be supplied to the school official by the teletype terminal operator within 12 hours. The child's complete record will be mailed to the school from the data bank in Little Rock on the same day that it is requested, provided that the child has been enrolled previously in a migrant education project. If the child has never been enrolled in a migrant education program, the computer will use data supplied by the terminal operator to initiate a new record for the child and will mail the record to the school in which the child is enrolling.

In order to make all schools aware of the existence of the Record Transfer System, a brochure describing the system has been sent to every school in North Carolina. Therefore, should a migrant child enter a school, the officials of the school should know how to proceed.

SYSTEM SAFEGUARDS

The student transfer records on file in the local school or school administrative unit are confidential, and should be treated the same as any other student record handled by the local school personnel. The migrant child and his parents or guardians are allowed to review the data on the transfer record at any time, and when the child withdraws from school he may receive a copy of the record.

Access to student data stored in the Migrant Record Data Center is restricted to State Directors of Migrant Education. Upon request, the Migrant Record Data Center will make available to state educational agencies data on individual migrant children plus summary data that may be appropriate in connection with the educational programs for such children. In accordance with state laws, educational agencies will be responsible for safeguarding the information received to protect the personal privacy of the child whose records are stored in the Data Center.

Also upon request of the State Educational Agency, data on individual migrant children and such summary data as may be appropriate to be used in connection with the educational programs for such children will be made available to local educational agencies.

Statistical summary data to be used for program purposes will be made available by the U. S. Office of Education upon request.

SYSTEM PROCEDURES

Certain procedures have been established by the Record Transfer System which must be followed by each school unit if the system is to operate with the greatest efficiency. School personnel responsible for providing, accumulating or transmitting migrant student data should be thoroughly familiar with the materials in the "Instructional Manual for the Revised Uniform Migrant Student Transfer Record" and the "Instructions for School Users, Parts II-III." The former publication gives detailed instructions for filling out the Transfer Record correctly, and the latter describes the procedures used by the System in handling student data.

The most important functions of the school clerk, as they relate to the Record Transfer System, are enrolling the migrant child in the System, updating the student's record and withdrawing the student from the system. In all transactions involving the Record Transfer System, the school clerk will communicate with the teletype terminal operator which has been assigned the responsibility of transmitting all records for the school or school system. The school clerk's communication may be by collect telephone call to the terminal operator when only a small amount of data is to be transmitted or by U. S. Postal Service when a large amount of data is to be transmitted at the same time.

Enrolling a Migrant Child in the Record Transfer System

To enroll a child in the Record Transfer System, the school clerk must complete an Enrollment Procedure Form (See Appendix). Instructions for filling out the form are printed on the reverse side of the form. When the form is filled out, the school clerk should call the Migrant Education Center in Grifton and relay the information to the teletype terminal operator. If a large number of migrant children are to be enrolled at the same time the EPF should be filled out in duplicate and the original should be mailed or delivered to the terminal operator. The EPF retained in the LEA should be filed. When a transfer record is received from the Data Center in Little Rock, Arkansas, *the corresponding EPF should be removed from the file and destroyed.* The transfer record replaces the EPF.

Updating a Student's Record

During the course of a migrant program, certain student data may be generated -- health screenings, test results, innoculations, etc. When new student data is generated it should be written on the transfer record with a ball point pen, then relayed to the terminal operator so that the students record can be kept up-to-date at the data center. When the new student data is received at the data center, a new and updated record will be mailed to the LEA. *When the updated record is received in the LEA the old transfer record should be taken out of the file and destroyed.* It will be replaced by the new printed record from the Data Center.

Withdrawing a Student from the Record Transfer System

At any time that a child withdraws from the migrant project in a school or at the end of each school term in which the migrant program is being operated, the child must be withdrawn from the Record Transfer System. If only two or three students are being withdrawn at any given time, the withdrawal information along with any data required to update the record can be given to the terminal operator by telephone. If several students are to be withdrawn at the same time, the recommended procedure is to *send a copy of the most up-to-date Transfer Record with the withdrawal information written in with ball point pen to the terminal operator.* A withdrawal transaction *must* include the student's last name, first name, middle initial if any, sex, birthdate, student number (as they appear on the most recent record from the Data Center, date of withdrawal, days present, days absent, and total days enrolled. It may also contain any student data required to update the record, including academic characteristics and special interests and abilities.

When any message is transmitted to the terminal operator a copy of the transmittal document (EPF or a copy of the student's record) is retained in the LEA until a new or updated record containing the transmitted information is received from the Migrant Student Record Center. When the new or updated student record is received, it should be checked against the information transmitted. If the information on the new or updated student record corresponds to the information transmitted to the terminal operator, the old student record or EPF should be destroyed and the new record filed in the Alpha student file. If a new or accurately updated record is not received from the Migrant Student Record Center within two weeks from the date the information was transmitted, the terminal operator should be contacted.

Copies of all student records should be filed in the Alpha student file. If a separate accounting of students in a particular program is desired, this may be accomplished by setting up a card file and cross index.

VI FISCAL AFFAIRS

ACCOUNTING BASIS TO BE USED

All administrative units will use the obligation basis of accounting in maintaining fiscal records and reporting on Title I migrant projects. Use of funds for these projects will be determined on the basis of documentary evidence of a binding commitment for the acquisition of goods or property, for construction, or for the performance of work, except that use of services of persons and for travel shall be determined on the basis of the time such services were rendered or such travel was performed.

PROJECT APPROVALS AND OBLIGATING DOCUMENTS

All administrative unit projects to be financed with funds appropriated for a particular fiscal year must be approved by the Director of Migrant Projects by June 30 of that fiscal year, and the "ending date" for the completion of the project can be no later than August 31 of the following year.

Federal funds distributed to an administrative unit shall not be available for use by that administrative unit with respect to obligations incurred by the administrative unit for a project prior to the date of the project approval by the State Director of Migrant Programs.

Obligating documents may be issued by an administrative unit from the "date of approval" until the "ending date" of the project provided they are for services and activities to be carried out prior to the close of the project and are charged to the fiscal year in which the project was approved.

Obligating documents may be issued during the months of July and August of the next fiscal year if the "ending date" of the project covers these months. This will permit financing a summer project with grant funds available for the year in which the project is approved. Obligating documents must be issued during August for any payments to be made after this date for expenses incurred prior to the ending date of the project, including travel and salaries, to be paid in September.

PROCEDURES FOR OBLIGATING TITLE I FUNDS FOR AUDIT COSTS, EVALUATION COSTS AND CONSTRUCTION AND REMODELING CONTRACTS

1. Audit Costs

The cost of the audit is applicable to a current fiscal year project. The purchase order or contract should be issued prior to the ending of the project date and recorded on the "Record of Project Transactions" as an obligation for the current fiscal year.

2. Evaluation Costs

If the evaluation is done by an outside agency, a purchase order or contract must be issued prior to the close of the project and posted to the "Record of Project Transactions" as a current fiscal year obligation. If the evaluation is made of a prior fiscal year project during the current fiscal year by personnel of the local educational agency, this should be charged against the current fiscal year's project.

3. Construction and Remodeling Contracts

In the case of construction or remodeling, the amount approved by the State in the project budget is acceptable as a basis for obligation if there is evidence of intent at the local agency which would confirm this amount.

LIQUIDATION OF OBLIGATIONS

If the final payment for a previously reported obligation for a local project is not completed before the end of the fiscal year following the fiscal year in which the project was approved, the unliquidated (unpaid) portion of the obligation must be cancelled. There may be no Federal financial participation in such costs extending beyond this period, except in the case of construction costs where the nature of the construction will determine the length of the payment period.

FISCAL REPORTS TO BE FILED BY THE ADMINISTRATIVE UNITS WITH THE CONTROLLER, STATE BOARD OF EDUCATION

1. Disbursement and Estimated Requirements of Federal Funds

Form 18AA-67, "Disbursement and Estimated Requirement of Federal Funds by a Local Educational Agency" is to be submitted weekly. A schedule of weekly reporting dates will be furnished by the Controller's office. A report must be submitted on each reporting date indicated for each active project regardless of whether

or not additional funds are required. A separate request must be submitted for funds to be advanced for migrant projects approved in different fiscal years.

2. Monthly Record of Project Transactions

The original copy of the "Record of Project Transactions" is to be filed on or before the fifth (5th) day of the following month and the disbursement of funds must be in agreement with the amount of disbursements reported on Form 18AA-67, "Disbursement and Estimated Requirements of Federal Funds" filed as of the end of the monthly reporting period.

All documents--purchase orders, invoices, expense reports, etc., are to be submitted in the same order as recorded on the "Record of Project Transactions." When invoices and the related purchase orders are submitted with the same report, they should be stapled together and filed in order by payment date and voucher number. Invoices submitted that apply to more than one purchase order should be duplicated and individual copies attached to each order paid and the items related to that order identified.

All invoices must be verified as to correctness and marked or stamped to show that they have been paid, the amount paid, date of payment, voucher number, related purchase order number, that the materials have been received in the quantities billed, and that the items were rec: ceived in the quantities billed, and that the items were received in good condition.

Purchase orders should carry the State Contract Number when applicable. When purchases must be placed through the Division of Purchase and Contract, a copy of the letter authorizing the purchase should be submitted with the purchase order copy.

If in any month there are no transactions in a project, a report should be submitted that states, "No transactions for the month of_____."

3. Project Financial Completion Report

This form will be used as both a Preliminary and Final Project Financial Report and will be filed for each Title I Migrant project with the Controller, State Board of Education.

This report will be filed on or before July 15 for each project approved under the appropriation for the prior fiscal year. The report will be prepared as of June 30 and will include all project expenditures up to and including June 30.

"Expenditures" includes disbursements plus unliquidated obligations outstanding as of June 30.

If there are no unliquidated obligations outstanding on a project as of June 30, and the project has been concluded, the report for that project should be designated as "Final" in the space provided at the top of page 1 of the form and no further financial reports will be required on that project.

If there are unliquidated obligations outstanding on a project as of June 30, the report for that project will be designated as "Preliminary." A Final Project Completion Report would then be filed with the Controller's office within 15 days following the liquidation of all obligations for the project. A "Final" report must be filed by June 30 of the fiscal year following the fiscal year in which the project was approved. Financial completion reports on carry-over projects must be filed either as preliminary or "Final reports as of June 30 of the fiscal year during which the project was approved." Final reports in all instances will be filed within 15 days following the liquidation of all obligations for the project.

The "Project Financial Completion Report" is to be prepared from the ledger accounts established and maintained for each project. Before this report is prepared, it should be determined that all "Subsidiary Expenditure Accounts" are in balance with the "Total Project Control" account for the project. It should also be determined that the ledger accounts are in balance with the "Record of Project Transactions." Form 18AA-68.

Following the completion of each project, the administrative unit will report to the State Board of Education on the total costs of that project. This report will include the following items of financial information:

1. The amount approved for the project.

2. The total of all Federal funds received for the project.

3. The total amount of all obligations incurred under the project.

4. The total of all funds disbursed under the project broken down by expenditure accounts according to Handbook II, "Financial Accounting for Local and State School Systems."

5. Outstanding unliquidated obligations.

6. Migrant Federal Funds on hand.

Below is detailed information concerning certain items on the Project Financial Completion Report:

Item A: Federal Funds Received as Advancement on this Project: The amount entered here should be the total obtained by running a tape on the *Cash Received* (Column 3) as shown on the "Total Project Control" account (Form 18AA-71).

Item B: Federal Funds on Hand: The amount entered here should be the last total recorded in the *Cash Balance* (Column 6) as shown on the "Total Project Control: account (Form 18AA-71). This should agree with the amount arrived at by deducting the Total Disbursements (Item D of this report) from the Federal Funds Received as Advancement on This Project (Item A of this report).

Item C: Unobligated Cash Balance: The amount entered here should be obtained by deducting the Amount of Unpaid Obligations (Item E of this report) from the Federal Cash on Hand (Item B of this report).

Item D: Total Disbursements: The amount entered here should be obtained from the last amount entered in *Disbursements - Year To-Date* (Column 5) of the "Total Project Control" account (Form 18AA-71).

Item E: Amount of Unpaid Obligations: The amount entered here will be obtained from the last amount shown for *Outstanding obligations at Posting Period* (Column 8) as shown on the "Total Project Control" account (Form 18AA-71). (This area would be for use on a "Preliminary" Report only - on a Final Report this would be zero).

Item F: Total Project Cost: The amount entered here will be obtained by adding the Total Disbursements (Item D of this report) and the amount of Unpaid Obligations (Item E of this report).

PROJECT EXPENDITURES

Detailed Amount of Federal Expenditure for both Non-Construction and Capital Outlay: The amount to be entered should be obtained by adding the last amount shown in the *Outstanding Obligations to Date* (Column 5), and the *Disbursements - Year-To-Date* (Column 7), as shown on the "Subsidiary Ledger of Detailed Expenditure Accounts" (Form 18AA-74) for each Federal account code and name.

RECORDS OF ACCOUNTABILITY AND DOCUMENTATION OF COSTS

The law requires all administrative units receiving grants under this Title to keep records relating to claims for Federal funds. There can be no Federal financial participation in overhead costs which are arrived at on a straight percentage basis unless there is a basis in fact for such percentage costs which can be documented and substantiated as directly related to the project. Supporting documentation for entries in the accounting records is very important. In this program the prorating of employees' time may be a special problem. The proration of their salaries to more than *one program or project* is a must for those employees who are not assigned full time to one program or to one project. Such proration must be *based upon the amount of time* an individual actually devotes to the approved program and therefore must be documented by a before-the-fact statement of the time estimated that each employee will devote to the program and an after-the-fact statement of the actual time that the employee did devote to the program, signed by the responsible official. These documents must be available at the time of audit to support claims for part-time personnel in the Title I program. Administrative units should insure that the total amount of time prorated among the various Federal-State programs to which a staff member is assigned does not exceed 100% of the time of such staff member. There are two other aspects of documentation which warrant careful attention:

1. *Documentation of Receipt of Material and Equipment Purchased.* Although in many cases formal receiving reports are not necessary, there must be a notation on the invoice, that such materials or equipment were received in good condition and in the quantities indicated on the invoice.

2. *Keeping an Equipment Inventory.* The law requires that the title to property acquired under migrant education be vested in the State agency which will be responsible for administering such property. Inventories of equipment purchased by administrative units must be maintained on all items for the useful life of the equipment or until some disposition of the equipment has been made. The inventories must also include all items of equipment temporarily placed on the premises of or in a private school regardless of their cost. All records relating to grants or the expenditure of such grants must be kept for five years or until the State agency is notified that such records are not needed for administrative review, whichever is earlier.

   Records pertaining to any claim or expenditure which has been questioned will be further maintained until such adjustments have been made, reviewed and approved by the Department of Health, Education and Welfare.

USE OF PROJECT FUNDS

1. *Transfer or Reallocation of Funds.* Neither before nor after project approvals may the State or the administrative units transfer or reallocate funds allotted to one administrative unit to another administrative unit. This, however, does not preclude participation of administrative units in cooperative projects.

2. *Cooperative Projects.* In the event two or more administrative units decide to submit a proposal for a project under cooperative auspices, the actual administration of the project must be delegated to one of the administrative units.

   The amount of funds necessary to carry out the program will be allocated to the administrative unit responsible for program administration. The administrative unit designated to administer the project will become custodian of all project funds and would assume all responsibility for the proper accounting and maintenance of fiscal records for such funds.

3. *Budget Controls and Deviation in Utilization of Project Funds.* Obligations and disbursements on each project will be controlled by the project budget contained in the project application. The *total amount approved* for a project may not be exceeded without a request for amendment to the project and prior approval by the State Director of Migrant Programs. Whenever there are deviations in the utilization of project funds varying by 10% under the *total amount approved* for a project, the administrative unit will also request the approval of the State Director of Migrant Programs.

   No approval will be required for deviations in the utilization of project funds varying less than 10% over or under the *amount approved for budgeted line items* within the project. Any deviation in excess of 10% of the *approved budgeted line items* will require approval of the State Director of Migrant Programs.

4. *Adjustments Due to Overpayments.* In the event that an administrative unit has been paid funds in excess of the amount finally needed for approved project costs, such excess funds will be refunded to the State Board of Education by check. The administrative unit will be advised of the procedure to follow. Likewise, any audit exception sustained by the State from findings of local auditors, from its own audit findings, or by the U. S. Commissioner from the findings of Federal auditors will constitute an overpayment.

DISBURSEMENTS AND BANK ACCOUNTS

Based on the "Disbursement and Estimated Requirements of Federal Funds Report," an advance of funds on a weekly basis will be made to cover estimated disbursements for each approved project. A State voucher payable to the Board of Education of the administrative unit will be mailed to local educational agencies. These State vouchers will be deposited as receipts in the local bank account and the funds will be disbursed by the administrative units for expenditures of approved project activities by local fund vouchers.

Federal funds may be deposited either in the local Current Expense Fund or in a separate bank account established for this purpose. In either event the funds must be disbursed in accordance with the provisions of G. S. 115-90 (2).

Separate ledger accounts must also be established for each project regardless of the method used for deposit and disbursement of the funds.

LEDGER ACCOUNTS

Separate ledger accounts must be maintained by the administrative units for each project. The Division of Auditing and Accounting has designed ledger account forms which it recommends each administrative unit establish and maintain on approved projects under Title I of the Elementary and Secondary Education Act of 1965. The ledger accounts for each project will remain active until the final completion report is filed on the project.

These accounts are as follows:

(a) Total Project Control Ledger, Form 18AA-71 (Instructions for maintaining this account and sample copy of the ledger are in the Appendix).

(b) Budget Control Ledger, Form 18AA-73 (Instructions for maintaining this account and sample copy of the ledger are in the Appendix).

(c) Subsidiary Ledger of Detail Expenditure Accounts, Form 18AA-74 (Instructions for maintaining this account and sample copy of the ledger are in the Appendix).

The Division of Auditing and Accounting has had ledger cards, size 8 1/2" X 11", printed for the account forms. These ledger cards will be furnished to those administrative units that desire to use them. The cards will fit a standard ledger tray. Some administrative units that use machine accounting of various makes might desire to have

their own ledger accounts printed in order to assure that the account form will fit the machine operation.

It is expected, however, that the information carried in the forms, as provided by the Division of Auditing and Accounting will also be provided for in the account forms printed by the administrative units which desire to print their own forms.

BUDGET REVISION

Local units may find it necessary to revise certain budget items in migrant projects after the application has been approved by the Department of Public Instruction. Requests for budget revision are to be submitted on Form 18AA-292 in the following cases:

1. To increase the total amount approved for a project.

2. To decrease the total amount approved for a project in the event the total project expenditure will be less than 90% of the total amount approved for the project, or to return unexpended funds to the State at the completion of a project.

3. To transfer funds from one budgeted line item to another within the project in the event expenditures for a budgeted line item will exceed the budgeted figure by more than 10%.

The following requirements apply to all requests for budget revision:

1. Requests must be furnished the State Migrant Office in five (5) copies.

2. Revisions must show only increases and decreases by codes in the proper columns.

3. There must be an explanation and a justification for each increase and/or decrease listed in the request.

4. If the request for revision includes additions or deletions to the equipment list, a revised equipment list must accompany the request for revision.

   Requests for the approval of funds for the purchase of initial or replacement equipment must be fully justified in terms of its use in connection with proposed project activities and its needs for effective implementation of the project.

5. Any requests for revision must be related to the activities in the project. If the request for revision changes the project or any of the project activities, the narratives in which such activities are mentioned must be rewritten to include the changes caused by the requested revision.

6. All copies of Form 18AA-292 must be signed by the Superintendent of the administrative unit.

7. All requests for budget revisions must be submitted to the State Migrant Office prior to the time any action is initiated under the request for revision, and no action shall be taken until the request has been approved and returned to the school unit. *There can be no retroactive approvals of budget revision.*

8. If any part of the request for revision must be disapproved, then the entire request will be returned to the appropriate school unit in order that a new request may be prepared which will eliminate those items disapproved.

A sample copy of a budget revision showing the types of information required and the format to be followed can be found in the Appendix.

RETIREMENT AND SOCIAL SECURITY

The same eligibility requirements for membership in the Retirement System would apply to persons employed and paid from funds of a Title I Migrant Project as apply to other local employees of the administrative units. The employer's cost of Retirement and Social Security for salaries paid from Migrant Project funds is a proper charge to each migrant project.

WORKMEN'S COMPENSATION

Persons employed and paid from funds of migrant projects should be included under the local workmen's compensation insurance policies. The premium cost on salaries paid from these funds is a proper charge to each project and is limited to the period covered by the project. Funds should be budgeted for the preliminary payment as well as for the Audit.

PURCHASING PROCEDURES

In order that a reference number be established and that the expense be encumbered at the time the obligation is incurred, an obligating document must be issued for all expenditures other than salaries and

travel under migrant projects.

The provisions of G. S. 115-52 apply to purchases made for migrant projects. In making purchases, the procedures as outlined in Part VII of the Purchasing Manual issued by the Purchase and Contract Division of the Department of Administration will be followed.

AUDITS

All financial activities under this program are subject to audit at both the local and State agency level.

Local Administrative Units

Project expenditure records will be audited locally by the person or firm that makes the local audit of the administrative unit. Such audits may be done as a regular part of the local school audit procedures prescribed by State laws or regulations. Local agency audit programs should be developed in accordance with generally accepted auditing standards, with due consideration for Federal policies governing the use of grant funds as well as State or local policies and procedures.

The local audit report must include separate financial schedules or statements identifying receipts and expenditures applicable to these specific projects and appropriate statements certified as being true.

Reports of local audits will be available for review by appropriate State and Federal auditors and should include a description of the method and extent of tests, examinations, and other techniques used in making the required verifications. Whenever necessary, the local auditor will be requested to furnish information from his working papers.

Specific Audit Considerations

For audits of project records in the administrative unit, it is essential that specific audit procedures be followed by the auditor to verify that:

1. There is proper accounting of funds disbursed by the administrative unit.

2. Payments reported by the administrative unit were actually made to the vendors, contractors, and employees and that they conform to applicable laws and regulations, including procurement requirements.

3. Refunds, discounts, etc., were properly credited to the specific programs as reductions of the gross expenditures.

4. Payments are supported by adequate evidence of the delivery of goods or performance of services.

5. Obligations reported were actually incurred during the fiscal year or project period for which the project was approved and, upon liquidation, were properly adjusted.

6. The same item is not reported as an expenditure for 2 or more years, e.g., obligations in one year and payment in another.

7. All obligations claimed for federally supported Title I migrant projects were made for properly approved projects and are easily identifiable with these projects.

8. State, Federal, and local agency rules applicable to equipment records and control are followed.

9. Costs, such as salaries, travel, etc., are correctly prorated.

10. The sources of funds expended for federally reimbursed projects were stated correctly, and that the same expenditures were not claimed under more than one Federal program.

11. There is proper accounting or prompt return of unexpended or unearned Federal funds which were advanced or overpaid.

12. The audit report reflects outstanding obligations as of June 30 or August 31, whichever the case may be, in sufficient detail to permit identification of subsequent payments. Such obligations should be compared with reports submitted by the local agency to the State agency.

The audit report should be properly certified by the auditor to the effect that the procedures be used to verify and otherwise substantiate his findings are in accordance with the procedures outlined above.

Standards for local audits related to this program must include as a minimum:

1. Sufficient information for the local auditor regarding the requirements and limitations of the program to enable him to certify as to the eligibility of the expenditures reported.

2. Specific information in the audit report sufficient to permit reconciliation with amounts shown on the records in the State Office,

and assurance that such reconciliation is actually made.

3. Assurances that exceptions reported by the auditor are brought to the attention of officials in the State office responsible for the operation of the program, and assurance that appropriate adjustments or other administrative actions are taken by such officials.

Audits by Federal agencies will normally be limited to the State level. If the Federal Government should determine that the State agency control has been such that records at the State level are not adequate, Federal agency auditing may be extended to the administrative units.

Availability of Audits to Federal Agencies

The copy of each local audit report filed with the State Board of Education will be reviewed by the staff of the Division of Auditing and Accounting and will be made available to auditors of Federal agencies. To the extent that these reports are complete and adequate, they may be found sufficient to meet the requirements of Federal auditors. However, where such reports are found to be inadequate, local project expenditure records must be made available as required to the Federal auditors.

We urge each local educational agency to make available to the local auditor the rules and regulations and other information concerning the requirements for conducting these programs, and to determine that the audit of these projects meets the requirements set out above. A separate financial statement on each project should be contained in the audit report.

Audit Exceptions

An audit exception is a determination by the U. S. Commissioner of Education that an item questioned by the auditor is not properly chargeable to the program and should be disallowed. The administrative unit must replace from local funds any funds represented by an audit exception on a migrant project. Each administrative unit should take steps to assure that only expenditures which are made in accordance with the rules and regulations and project application are charged to the project and paid from Federal funds.

APPENDIX

Suggested Survey Form

MIGRANT STUDENT SURVEY FORM

Has the student moved with his parent or guardian from one school administrative unit to another during the past year so that the parent or guardian could acquire temporary or seasonal employment in agriculture or related food processing activities?

Yes____ No____

If the answer to the above question is "yes," please complete the form and return it to the school immediately.

School Administrative Unit_____

School_____

Student's Name_____

Age_____ Sex_____

School Level:

Kindergarten _____

Primary _____

Middle Grades _____

Jr. High School _____

Sr. High School _____

AUTHORIZATION FOR ENROLLMENT IN THE MIGRANT EDUCATION PROGRAM

Student's Name_____ Sex____ Age____
(Last (First) (Initial)

Length of student's continuous residence in this school district_____

Parent or Guardian_____ Address_____

Highest Grade Completed_____

School_____ Address_____

School Term_____ Days Date of Enrollment_____
(Mo) (Da) (Yr)

==========

Complete two (2) copies of the form for each student enrolled in the migrant program. Send the original to the State Migrant Education Office within five (5) days after the student enrolls. File the other copy in the LEA.

Eligibility requirements for participation in the migrant education program (kindergarten through grade twelve) are as follows:

A. Interstate Migrant - A child who has moved with a parent or guardian within the past year across State boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The term refers to a child who is expected to continue to migrate with his parent or guardian.

B. Intrastate Migrant - A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

C. Formerly Migratory (Five Year Migrants)- A child who has been an interstate or intrastate migrant as defined above but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.

==========

In agreement with the foregoing definitions, I consent to the enrollment of the student named above in the Migrant Education Program. The student is eligible under the category indicated below (check one).

_____ Interstate _____ Intrastate _____ Formerly Migratory

I give permission for my child to receive emergency medical care by a physician if such treatment becomes necessary.

I shall strive to cooperate with all regulations governing the program.

Signed_____
(Parent or Guardian)

_____
(School Official)

Raleigh, North Carolina 27602

MIGRANT EDUCATION PROJECT APPLICATION

Educational Programs for Migratory Children

FOR STATE USE ONLY	Date Received	Date Approved	Application No. FY
			Total Amount Approved: $
	Signature (Authorized SEA Official)		

1. Project to be administered ___Directly ___Indirectly through _____School Administrative Unit

2. Congressional District No. _____

3. Title of Project _____

4. Total amount requested $ _____

5. A. Project Schedule: Beginning Date _____ Ending Date _____
   B. Daily Schedule: Beginning Time _____ Ending Time _____
   C. Type of Project ☐ Regular Term ☐ Summer
   ☐ Initial Project ☐ Amendment

Superintendent (Signature)	Telephone	Date
Migrant Project Director (Signature)	Telephone	Date

INSTRUCTIONS

Submit five (5) copies of this application to the Director of Migrant Programs, State Department of Public Instruction, Raleigh, North Carolina 27602

Any increase in the number of personnel or any substantial change in program requires prior approval.

Salaries of all personnel employed in the migrant program less than 100% of the time must be prorated.

Any increase in number or change in type of equipment items requires prior approval.

Any increase in a budget subtotal category of 10 percent or more requires prior approval.

Any increase in a budget subtotal category of 10 percent or more requires prior approval through a budget revision.

The total amount of the budget cannot be increased without prior written approval.

6. Estimated Number of Migratory Children to be Served by School Level

	Kindergarten	Elementary	Secondary	Unclassified	Total
Interstate					
Intrastate					
Five Year Provision					

7 Project Staff. List EACH staff member who will receive salary payment from Title I Migrant funds. (Use additional sheets if necessary).

Position	Amount of Salary	Percent of Time	Major Duties

8. Project Development

A. Planning Team. List names of State migrant staff members and local school personnel involved in developing the project. (Use additional sheets if necessary)

B. Advisory Committee

(1) Type of Group .

The local educational agency has established a system-wide Migrant Advisory Committee, a majority of whose members are parents of children to be served by this migrant project.

_____ Yes _____ No

(2) Selection . The members of the committee were selected by:

_____ Election _____Appointment _____ Other (Specify)

(3) Meetings. The committee meets:

_____ Regularly _____ On Call _____ Regularly and on Call

(4) Membership. Indicate the number of members on the committee who are:

_____ Parents of migratory or formerly migratory children.

_____ Persons who are not parents of migratory or formerly migratory children.

_____ Total

(5) Name and mailing address of Migrant Advisory Committee Chairman.

(6) Availability of Information.

The LEA has provided the Migrant Advisory Committee and interested citizens open access to information about the migrant program.

_____ Yes _____ No

(7) Planning and Development.

The LEA has provided the committee an opportunity to become actively involved in project planning and development.

_____ Yes _____ No

9. Needs Assessment.

A. Check the appropriate spaces to indicate the basis of the needs assessment.

_____ Standardized tests

_____ Teacher-made tests

_____ Student inventories and growth sheets

_____ Reports of previous project evaluations

_____ Teacher observation and judgement

_____ Uniform Migrant Student Record Transfer Forms

_____ Migrant Advisory Committee recommendations

_____ Other (specify)

B. Instructional Needs
(Check only those areas for which the assessment indicated achievement below the expected levels).

_____ Art
_____ Business Education
_____ Reading
_____ Speech
_____ Language Arts
_____ Foreign Language
_____ Home Economics
_____ Industrial Arts
_____ Mathematics
_____ Music
_____ Physical Education/Recreation
_____ Natural Science
_____ Social Science
_____ Occupational Education
_____ Kindergarten
_____ Other (specify)

C. Supportive Needs
(Check only those areas for which the assessment indicated significant deficiencies).

_____ Attendance
_____ Clothing
_____ Food
_____ Guidance-Counseling
_____ Health-Dental
_____ Health-Medical
_____ Psychological
_____ Social Adjustment
_____ Self-image
_____ Emotional Development
_____ Attention Span
_____ Other (specify)

10. List Project Objectives (in order of priority). (Use additional sheets if necessary).

11. Description of Project Activities and Services

A. Check the instructional areas included in this project.

_____ Art
_____ Business Education
_____ Cultural Enrichment
_____ Reading
_____ Speech
_____ Language Arts
_____ Foreign Language
_____ Home Economics
_____ Industrial Arts
_____ Mathematics
_____ Music
_____ Physical Education/Recreation
_____ Natural Science
_____ Social Science
_____ Occupational Education
_____ Kindergarten
_____ Other Instructional Activities (specify)

Attach a separate narrative description of each instructional area in the program to each copy of the project application. Include the following information:

(1) Nature and scope of the activity
(2) How children will be selected to participate in the activity
(3) Coordination with other programs
(4) Community and parental involvement

B. Check the Supportive Services the Project will Provide:

_____ Attendance
_____ Clothing
_____ Food
_____ Guidance-Counseling
_____ Health-Dental
_____ Health-Medical
_____ Library
_____ Psychological
_____ Social Services
_____ Speech Therapy
_____ Transportation
_____ Special Services for Handicapped
_____ Other Services (specify)

Attach a separate narrative description of each supportive area to each copy of the project application. Include the following information:

(1) Nature and scope of the activity
(2) How children will be selected to participate in the activity
(3) Coordination with other programs
(4) Community and parental involvement

C. Indicate inservice training for project staff members, including joint training activities for educational aides and professional staff members.

Describe the nature and scope of the activities and indicate how staff members will be selected for participation.

D. It is mandatory that all projects participate in the National Student Record Transfer System. List the name and title of the person responsible for gathering and transmitting student data to the Record Transfer System.

E. List each school or other facility to be used in the operation of project.

F. Indicate number and type of aides utilized in program.

G. Indicate plans for evaluation of the program in terms of stated objectives. Include:

(1) The names and intended purposes of any test or other measurement to be used.
(2) The nature and degree of changes expected.
(3) The ways in which information devised from evaluation will be disseminated.
(4) The proposed utilization of evaluation information.

12. Project Budget (Round all amounts to the nearest dollar).

	Acct. No.	Expenditure Accounts (1)			EXPENSE CLASSIFICATION		
					Salaries (2)	Contracted Services and Other Expenses (3)	Total Amt. (4)
1	100	ADMINISTRATION			$	$	$
2	200 INSTRUCTION	A	Salaries for Instruction				
		B	Inservice Education				
		C	Text Books				
		D	Audiovisual Materials				
		E	School Library Books and all Other Library Expenses				
		F	Teaching Supplies and all Other Expenses for Instruction				
3	300	ATTENDANCE SERVICES (Social Work, Guidance & Psychological					
4	400	HEALTH SERVICES (Medical, Dental, & Speech Therapy)					
5	500	PUPIL TRANSPORTATION SERVICES					
6	600	OPERATION OF PLANT					
7	700	MAINTENANCE OF PLANT					
8	800	FIXED CHARGES					
9	900	FOOD SERVICES					
10	1000	STUDENT BODY ACTIVITIES					
11	1100	COMMUNITY SERVICES, INCLUDING CLOTHING					
12		SUB-TOTAL (Sum of Items 1 through 11)					
13	1200 CAPITAL OUTLAY	A	CONSTRUCTION (Sites, Buildings & Remodeling-1210 & 1220 A,B &C)				
		B	INSTRUCTIONAL EQUIPMENT 1230C	1	EDUCATIONAL TELEVISION		
				2	AUDIOVISUAL		
				3	ALL OTHER INSTRUCTIONAL EQUIPMENT		
		C	ALL NON-INSTRUCTIONAL EQUIPMENT - 1230 EXCEPT C				
14		SUB-TOTAL (Sum of Items 13A,B & C)					
15		GRAND TOTAL (Sum of Items 12 and 14)					

INSTRUCTIONS FOR COMPLETING THE MIGRANT EDUCATION PROJECT APPLICATION

1. Project Application

Item 1 - Project Administration. Check whether project is to be administered through LEA. Enter the name of LEA.

Item 2 - Congressional District. Enter the number of the congressional district in which the LEA is located.

Item 3 - Title of Project. Select a brief descriptive title to indicate school level and type of activities to be included in the project.

Item 4 - Total Amount Requested. Enter the total amount of funds requested for administration and operation of all activities and services proposed under the project.

Item 5 - Project Schedule

A. Enter the beginning and ending dates of the project.
B. Enter the times daily activities begin and end.
C. Check the type of project and indicate whether initial project or amendment.

Item 6 - Estimated Number of Migratory Children to be Served by School level. Estimate the number of migratory children who will be served in this project by school level. For children not assigned to any grade, enter the number in the column marked "unclassified." Report the total number of graded and unclassified children by interstate, intrastate or five-year provision in the "total" column.

Item 7 - Project Staff. List staff positions by title, annual salary, percent of time to be devoted to the project and major duties to be performed by the staff member in each position listed.

Item 8 - Project Development

A. Planning Committee - List the names and titles of all State Migrant Staff and local school personnel involved in developing the project.
B. Advisory Committee - Self-explanatory.

Item 9 - Needs Assessment - Self-explanatory.

Item 10- Project Objectives. List project objectives in order of priority. Each objective stated in measurable terms, should indicate the nature and amount of change expected during the project.

Item 11- Description of Project Activities and Services

A. Check the appropriate instructional areas to be included in the project. Write a narrative for each instructional area checked and indicate the nature and scope of the activity, criteria to be used in selecting children to participate in the activities, coordination with other programs and plans for community and parental involvement.

B. Check the supportive services to be included in the project. Write a narrative for each supportive area checked and indicate the nature

and scope of the activity, criteria for selecting children to participate in the activity, coordination with other programs and plans for community and parental involvement.

C. Describe the nature and scope of staff development activities and indicate criteria for the selection of staff members to participate.

D. List the name and title of the person(s) responsible for gathering and transmitting student data to the teletype terminal operator.

E. Identify and describe the physical facilities that will be provided for use in the project activities.

F. Indicate the number and type of aides paid from Title I migrant funds. For example, 3 instructional aides, 1 medical aide, 1 clerical aide, etc.

G. Describe specific plans for evaluation of each project activity or service in terms of the project objectives. Include the names and intended purposes of any test or other measurements to be used, the nature and degree of changes expected in the participating children, the ways in which the information derived from evaluation will be disseminated, and the proposed utilization of evaluation information.

Item 12- Project Budget. Each classification number shown here represents a broad series of expenditures as defined in Handbook II, "Financial Accounting for Local and State School Systems." Round all amounts to the nearest dollar.

Lines 1-11. The salary amounts (column (2)) include all salaries to be paid directly to the applicant from Title I migrant funds. The contracted services and other expenses amounts (column (3)) include all payments to be made to other agencies, and all other expenses incurred in the project. Column (4) is self-explanatory. Estimated expenditures for equipment, except as stated below, should be included in the operation budget.

Line 13A - Construction. This budget should include all expenditures proposed for (a) remodeling costing $2,000 or more, (b) additions to space available for school purposes, (c) initial minimum equipment to be used in such space, and (d) related professional services and site developments. Portable or relocatable units should be included in 1220B, new buildings and building additions.

Line 13B - Self-explanatory

Line 13C - Proposed expenditures for fully mobile units should be entered under "ALL NON-INSTRUCTIONAL EQUIPMENT - 1230, EXCEPT C."

2. Migrant Program Equipment List

List all equipment, including mobile units, to be purchased or leased for carrying out project activities and services. Include the quantity, unit cost and total cost for each item. See instructions on the reverse side of the form.

3. Migrant Program Equipment Inventory

List all equipment, including mobile units, which have been purchased under migrant projects in previous years. Include the quantity and total cost of each item. See the instructions on the reverse side of the form.

SUGGESTED FORM FOR REPORTING

ITEMIZED BREAKDOWN OF BUDGET

Local Educational Agency	Unit Code No.	Date

Codes		Expenditure Account Title	1	2
State	Federal			
		Salaries		
		Total Salaries		
		Contracted Services and Other Expense		
		Total Contracted Services and Other Expense		
		GRAND TOTAL LINE ITEM SERIES		

INSTRUCTIONS FOR ITEMIZED BREAKDOWN OF BUDGET

General Instructions

1. This form is to be prepared and submitted in support of item 12, Project Budget, page 8 of the application form. Five (5) copies of all forms and materials must be submitted.

2. Fill in the heading with the information indicated.

3. One page is to be prepared for each budgeted line item series. For example: If you have proposed on page 3 of the application form to expend funds under 100 - Administration: 200 - Instruction: 400 - Health Services; 800 - Fixed Charges; and 900 - Food Services; then you would have a page for 100 - Administration; a page for 200 - Instruction; a page for 400 - Health Services, etc.

4. Fill in the expenditure account titles on lines provided on the form; for example: 100 Administration - Salaries, 100 Administration - Contracted Services and Other Expenses.

5. Do not enter State Expenditure Account Codes. We will enter and advise you.

Salaries

1. The Federal expenditure account codes should be entered in the column provided for each expenditure account title.

2. The expenditure subsidiary account titles should be brief, but descriptive enough to be easily identified. For example: Reading Supervisor, Kindergarten Teacher, Library Aides, etc.

3. When entering the salary expenditure subsidiary account title, the following information must be listed for each position: number of positions filled or expected to be filled, expenditure subsidiary account title, salary per month, and term of employment. For example:

   2 bookkeepers @$300 per month for 9 months

4. Extended amounts of each salary expenditure account title to column 1. The total of column 1 is entered in column 2 on the line headed "Total Salaries."

Contracted Services and Other Expenses

1. The federal expenditure account codes must be entered in the column provided for each expenditure account title.

2. Expenditure account titles must be brief but descriptive enough to be easily identified. For example: Public carriers - field trips; bus rental - summer school; travel - for director; custodial supplies - mobile units; etc.

3. Extend amount of each expenditure account title to column 1. The total of column 1 is entered in column 2 on the line headed "Total Contracted Services and Other Expenses."

UGGESTED FORM FOR REPORTING

MIGRANT PROGRAM EQUIPMENT LIST

FISCAL YEAR ____

LOCAL EDUCATION AGENCY_____UNIT CODE NO._____DATE_____, 19__

QUANTITY	CODE	DESCRIPTION	UNIT PRICE	TOTAL COST	FOR STATE USE ONLY

INSTRUCTIONS FOR PREPARING THE EQUIPMENT LIST

1. All items of equipment proposed to be purchased under your migrant project and coded as 730-A, 730-B, 1230-2-A, B, C, D, E, F, G, H, and I are to be listed.

2. All items of equipment proposed to be purchased under the same code number must be listed together. Items of equipment coded 730-A and 730-B are to be listed separately and not combined with your code 1230 items of equipment.

3. All items of equipment proposed to be purchased are to be in code number sequence with code 1230-2-A being the first item of equipment to be listed, code 1230-2-B being the second items of equipment to be listed, code 1230-2-C being the third items of equipment to be listed, etc.

4. The equipment item description must be brief, but descriptive enough to be easily identified, (For Example: Typewriters--wrong; Manual typewriters--correct).

5. The unit price should be entered at the exact amount or estimated price including sales tax. When installation is necessary on an item of equipment, it should be entered as a part of the unit price, and noted after equipment item description. (For Example: Air Conditioner - plus installation).

6. A sub-total must be entered on each page and a grand total on the last page.

7. The Equipment List must be submitted in four copies and double spaced.

Suggested form for reporting

MIGRANT PROGRAM INVENTORY
OF
EQUIPMENT PURCHASED IN PRIOR YEARS

LOCAL EDUCATIONAL AGENCY_____UNIT CODE NO._____DATE_____

QUANTITY	CODE	YEAR PURCHASED	DESCRIPTION	TOTAL COST	FOR STATE USE ONLY

INSTRUCTIONS FOR PREPARING THE EQUIPMENT LIST INVENTORY

1. All items of equipment purchased and/or obligated in prior fiscal year project (s) and coded as 730-A, 730-B, 1230-2-A, B, C, D, E, F, G, H, and I must be listed.

2. Combine the quantity of an equipment item when the same type equipment item was purchased and/or obligated in any fiscal year. For example--

   2 Electric Typewriters purchased and/or obligated in fiscal year 1967

   1 Electric Typewriter purchased and/or obligated in fiscal year 1968

   1 Electric Typewriter purchased and/or obligated in fiscal year 1969

   The above information is to be entered as:

   4 Electric Typewriters.

3. All equipment items purchased and/or obligated under the same code number should be listed together, with Code 730-A being the first equipment items to be listed, Code 730-B being the second equipment items to be listed, Code 1230-2-A being the third equipment items to be listed, Code 1230-2-B being the fourth equipment items to be listed, etc.

4. The equipment item descriptions should be brief, but descriptive enough to be easily identified. (For example --Typewriters - wrong; Manual Typewriters - correct).

5. A sub-total should be entered on each page and a grand total on the last page.

LOCAL MIGRANT EDUCATION

Evaluation Report Format

Date_____

Local Educational Agency_____

Project Director_____
(Signature)

Directions: Submit three (3) copies of this report to the State Director of Migrant Programs within ten (10) days after the end of the project. This report should be accompanied by the completed Individual Migrant Student Growth Sheets and three (3) copies of the results of any standardized tests administered to the migrant children during the program. Retype the items on this format using the same numbering system. Use as much space as required to give a complete answer to each item.

LOCAL EVALUATION REPORT
Migrant Education Project

School Administrative Unit_____ Date_____

I. Enter the number of children served by category and school term

A.

	Interstate	Intrastate	Five Year	Total
Regular School Term	_____	_____	_____	____
Summer School	_____	_____	_____	____

B. If the estimated number of migrant children to be served in your project was not actually enrolled, indicate reasons.

C. Submit a copy of the instrument used to identify migrant children.

II Grade placement (Indicate procedures used to evaluate migrant children for grade placement, i.e., age, achievement tests, teacher opinion, etc.).

III. Teacher - Pupil Ratio and Program Operation

A. What was the pupil-teacher ratio in your program?
B. Was a curriculum modification possible because of the pupil-teacher ratio?
C. What modifications, if any, were made in program goals and activities after the program was in operation?
D. What were considered the most effective teaching methods used with the migrant children?

IV. Inter-Relationship with Regular Title I Program.

A. Was the migrant program specifically designed to supplement the regular Title I program? If so, give specific details.
B. Comment on any arrangements for training or assignment of personnel to achieve coordination between the regular Title I program and special programs for migrant children.

V. Coordination with other Programs.

A. Describe other programs that directly serve the same migrant population as your project (federal, state, local, private supported programs). How extensive are these programs in your LEA?
B. What efforts have been made to establish coordination between these programs? What has been the outcome of these efforts to coordinate?
C. If you participated with other agencies in providing services to pre-school and/or adult migrants, describe the services provided by each participating agency.
D. List other migrant education projects visited by any member of your staff.
E. What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children.

VI. Staff Development

A. Indicate the types of programs and number of days devoted to preservice, in-service and post-service staff development.

B. Indicate the degree of interstate planning and participation involved in your staff development activities.
C. Did the instructional staff receive training in the use of supplemental curriculum materials and equipment? Indicate the type of training.
D. To what extent were the suggestions of the on-site visitation teams of benefit in the operation of the program?

To a Great Extent____ To Some Extent____ Only Slightly____ None at All____

E. What additional assistance from the state-level would have been of value to your project in meeting its objectives?
F. List materials from interstate staff development conferences which were used in local program planning and staff development?
G. Did you participate in an interstate teacher exchange program? If so, which states were involved?

VII. Non-Public School Participation

Describe how non-public school children participated in the program.

VIII. Special Areas

A. Indicate the programs that were conducted in the Vocational Education and Handicapped Areas.
B. Were these new programs?
C. Were these supplemental to existing programs?

IX. Construction - Equipment

Indicate how construction or the purchase of equipment was used to meet your program objective.

X. Supporting Services

A. List supporting services provided in the project.
B. Did the students participate in the selection and/or purchase of clothing?

Yes____ No____ Did not provide____

C. Were USDA commodities used in the food service program?

Yes____ No____ Did not provide____

XI. Program Integration

Indicate how you integrated your migrant program with the regular school program or summer school.

XII. Staff Utilization

Indicate the number of staff members and how they were used.

A. Teachers
B. Other Professionals
C. Volunteers
D. Other Adults
E. Aides

XIII. New Programs

Is this a new program? If so, how was local effort maintained?

XIV. Program Critique

A. Give a general critique of the migrant program and indicate the changes you would make to improve the program.
B. Briefly describe the portions of your program you consider exemplary.

XV. Project Objectives

A. List each project objective, indicate how each objective was measured and the degree of achievement of each objective.
B. Provide summary data from standardized tests where applicable.
C. Provide a summary of student progress as indicated by student growth sheets.

XVI. Dissemination

Briefly describe the information dissemination techniques and distribution of materials for the purpose of program development and evaluation.

A. On an interstate basis
B. On an intrastate basis

XVII. Community Involvement and Parent Participation

A. Estimate the number of parents or other adult migrants who visited the project.
B. Estimate the number of visitors, other than migrants, to your project during its operation.
C. Indicate the specific activities designed to encourage participation by migrant parents.
D. Indicate how parents were involved in planning program activities.
E. How was other volunteer help used to meet the objectives of the program?

XVIII. Program Analysis and Recommendations

A. In your opinion, what were the three major strengths of your project.
B. In your opinion, what were the three major weaknesses of your project?
C. What are your recommendations for improving your program?

MIGRANT STUDENT GROWTH SHEET

Student's Name _____ Student Number _____
(Last) (First) (Initial)

Sex _____ Birthdate _____ County _____

School _____ School I. D. _____

Entering Date _____ Withdrawal Date _____

==========

For each appropriate area of student growth below, use a nine point scale to indicate your judgement of the student's performance or achievement. Enter a numeral in the space provided. Five (5) indicates average; 1-4 below average, and 6-9 above average according to age or grade placement. The "entering" judgement should be recorded during the first two weeks of the program. The "leaving" and "potential" judgements should be recorded at the end of the program. Return the original of all completed Migrant Student Growth Sheets to the State Migrant Education Director, Department of Public Instruction, Raleigh, N. C. 27602, within 10 days after the end of the program. Retain a copy in your file.

==========

1.	Reading Ability	a. Entering ___ b. Leaving ___ c. Potential ___	8.	Physical Development	a. Entering ___ b. Leaving ___ c. Potential ___
2.	Oral Language	a. Entering ___ b. Leaving ___ c. Potential ___	9.	Social Development	a. Entering ___ b. Leaving ___ c. Potential ___
3.	Mathematics	a. Entering ___ b. Leaving ___ c. Potential ___	10.	Emotional Development	a. Entering ___ b. Leaving ___ c. Potential ___
4.	Science	a. Entering ___ b. Leaving ___ c. Potential ___	11.	General Health	a. Entering ___ b. Leaving ___ c. Potential ___
5.	Social Studies	a. Entering ___ b. Leaving ___ c. Potential ___	12.	Physical Education Skills	a. Entering ___ b. Leaving ___ c. Potential ___
6.	Creative Arts	a. Entering ___ b. Leaving ___ c. Potential ___	13.	Occupational Skills	a. Entering ___ b. Leaving ___ c. Potential ___
7.	Self-Concept	a. Entering ___ b. Leaving ___ c. Potential ___	14.	Other (Specify) _____	a. Entering ___ b. Leaving ___ c. Potential ___

MIGRANT EDUCATION PROGRAM

On-Site Visitation Report

Project (County)_____

Date_____

Observer _____

Project Director_____

You are requested to observe a migrant project during one day's operation. Based upon observations, information contained in the description of the project, interviews with students and staff members and the project objectives included in the project application, you are requested to render your assessment of the project in the spaces provided on this form. Your assessment of the project should be in terms of the degree to which the project is meeting:

1. The project objectives set forth in the project proposal, and

2. The objectives of the State Migrant Education Program.

Your completed report should also contain information on instruction, cultural emphases, materials and equipment, staffing, coordination with other programs, dissemination of information and other information pertinent to project operation.

Your primary concern should be in providing information about the project and not writing style. Brief notations are sufficient as long as the thoughts are complete. Please complete your report and give it to your team leader prior to leaving the school site.

96/ 97

I. Provide a brief summary of program activities in relation to student needs.

A. Instructional Activities

B. Supporting Services (Transportation, Food, Health, Clothing, Recreation, Etc.)

II. Indicate Student Reactions to Program Offerings.

III. Indicate Evidence of Community Relations and Parental Involvement.

IV. Indicate Services Provided to the Project Through Other Agencies.

V General Comments, Including Strengths and Weaknesses Observed in the Program.

VI Project Objectives

Using the codes below, indicate beside each number, representing an objective contained in the project, the degree to which you believe the objective is being met. (Including comments you deem desirable).

1=Fully 2=Substantially 3=Slightly 4=Not Met

Objective Number	Degree of Achievement	Comments
1.	_____	
2.	_____	
3.	_____	
4.	_____	
5.	_____	
6.	_____	
7.	_____	
8.	_____	
9.	_____	
10.	_____	
11.	_____	
12.	_____	
13.	_____	
14.	_____	
15.	_____	
16.	_____	
17.	_____	
18.	_____	
19.	_____	
20.	_____	

VII Indicate your assessment of the degree to which each State Objective (listed below) is being met. Leave Blank any Objective which does not apply.

1 = Fully 2 = Substantially 3= Slightly 4 =Not at all

Instructional Services

___ 1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

___ 2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

___ 3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

___ 4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

___ 5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

___ 6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

___ 7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

___ 8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

___ 9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

___10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

___11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

VIII. Specific Recommendations:

MIGRANT PROGRAM MONITORING REPORT

TO: _____

FROM: State Migrant Education Section

SUBJECT: Report of Site Visit on _____
(Date)

Number of Children Served

(Interstate)	(Intrastate)	(Five-Year)	(Total)

Number of Teachers _____ Other Professional Staff Members _____

Number of Aides _____

Type of Program _____

	Yes	No
Effective Recruiting Practices Used	___	___
Student's Growth Sheets Up-To-Date	___	___
Student Transfer Records Maintained	___	___
Authorization Forms Up-To-Date	___	___
Attendance Reports Up-To-Date	___	___
USDA Commodities Used	___	___
Migrant and Other School Programs Coordinated	___	___
Community and Interagency Involvement Evident	___	___
Equipment Properly Inventoried	___	___
Materials from Migrant Film Center Used	___	___

Summary of Observations:

Recommendations:

_____
(signed)

cc: State Director
File

MIGRANT EDUCATION ATTENDANCE REPORT

Summer 1972

Administrative Unit _____

Signature of Director _____

Period Ending _____ (Mo) _____ (Da) _____ (Yr)

CALENDAR DAY	TOTAL ENROLLMENT	WITHDRAWALS	PUPILS IN MEMBERSHIP	NUMBER OF PUPILS PRESENT	NUMBER OF PUPILS ABSENT
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

(Continued on Reverse Side)

MIGRANT EDUCATION ATTENDANCE REPORT

(Continued)

CALENDAR DAY	TOTAL ENROLLMENT	WITHDRAWALS	PUPILS IN MEMBERSHIP	NUMBER OF PUPILS PRESENT	NUMBER OF PUPILS ABSENT
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
TOTALS					
Boys					
Girls					

ENROLLMENT BY AGE

List the total number enrolled by age in the chart below.

Age	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 & over	TOTAL
NUMBER																		

INSTRUCTIONS: This report is to be submitted to the State Migrant Education Office: at the end of the fifth day of the program, at the end of each calendar month during the operation of the summer program and on the last day of the program.

REPORT OF MISSING EQUIPMENT

TO: State Director, Migrant Education Program

FROM: _____ Date _____
(Name and Title of Local Director)

SUBJECT: Missing or Stolen Equipment

The following item of equipment, purchased under the Migrant Education Program, is missing:

ITEM	MODEL	SERIAL NO.	COST

This item was discovered missing by _____
(Name)

on _____. The law enforcement authority was notified on
(Date)

_____. and officer (s) _____,
(Date)

_____ investigated.

Give details of any break-in or other pertinent information relating to how the item was discovered to be missing.

_____
(Local Program Director)

Original: State Director
Copy: File

Title to all equipment purchased under a migrant project rests with the State Educational Agency. In order to maintain an accurate accounting of all equipment it is necessary for this form to be filled out for each item of equipment which may be stolen or otherwise be reported missing from the local educational agency in which it was located. A copy of this form along with a request that the missing item be deleted should be sent to the State Director of Migrant Programs not later than five (5) days after the item is reported missing.

ENROLLMENT PROCEDURE FORM (EPF)

TRANS TYPE	LAST NAME	FIRST NAME MID. INIT.	SEX	BIRTHDATE MO / DA / YR	STUDENT NO.	MSG. SEQ. NO.	WAIT FILE NO.

	1st try	recycle #1	recycle #2
Does student have TR?			
Do you desire critical data?			
Was enrollment transaction successful?			
Was enrollment transaction successful?			
When you received your response to this EPF, was it a notice of enrollment?			
Does the student match any critical data record you received as a result of your EE transaction?			

INSTRUCTIONS

Fill in name, sex, birthdate, and student **number** if T. R. is available. Enter Y or N beside Q1 in the first try column. Dial your answer to Q1 on the procedure wheel. After completing the steps indicated on the wheel, refer to the next question as indicated by the wheel and continue the process until student is enrolled

IMMUNIZATION RECORD

INOCULATION OR VACCINATION	SERIES NO	DATE ADM. MO/YR	NEXT INOCULATION DATE MO/YR
1101 DPT			
1102 DT			
1103 MEASLES (GERMAN)			
1104			
1105 MEASLES (RED)			
1106			
1107 MUMPS			
1108 POLIO (INOCULATION)			
1109			
1110 POLIO (ORAL)			
1111			
1112 TETANUS			
1113 INFLUENZA			
1114 TYPHOID PARA-TYPHOID			
1115			
1116 SMALLPOX			
OTHER 1117			

CHRONIC CONDITIONS

C101 ALLERGY	
C102 EPILEPSY	
C103 DIABETES	
C104 RHEUMATIC HEART	
C105 OTHER HEART	
C106 LUNG (NOT T.B.)	
C107 ASTHMA	
C108 HEMOPHILIA	
C109 ANEMIA	
C110 NERVOUS STOMACH	
C111 DRUG SENSITIVITY	
C112 OTHER	

BIRTH VERIFIED BY *(Check One)*:

BIRTH CERTIFICATE _____

DOCUMENT _____

OTHER _____

NONE _____

BIRTHPLACE:

CITY _____

COUNTY _____

STATE _____

COUNTRY _____

SCHOOL NO.	READING ABILITY Q1 NON READER 1	BELOW AVERAGE 2	AVERAGE 3	SKILLED 4	MATH CONCEPTS Q1 DIFFICULT 1	AVERAGE 2	SKILLED 3
R1 1							
R2 2							
R3 3							
R4 4							

PROGRAM TYPE

SCH NO	0	1	2	3	4	5	6	7	8	9
E1										
E2										
E3										
E4										

98

601 8/01

School _____ School I. D. _____ Date of Enrollment _____

H–Head of Household

Relationship: F–Father, M–Mother, G–Guardian

	NAME	ADDRESS	CITY	STATE	ZIP		OCCUP. CODE
Parent or Guardian							
Parent or Guardian							

ENROLLMENT PROCEDURE FORM (EPF) INSTRUCTIONS

Enter the Transaction Type in the "first try" column.

EE transactions are used to create a depository record for a student if one does not already exist, to record enrollment data on a student's depository record and, if the student already has a depository record, to cause a critical data record to be transmitted to the terminal operator.

NE transactions are used to record enrollment data on the student's depository record when a Critical Data Record is not desired.

CE transactions are used to record enrollment data on the student's depository record when a Critical Data Record is desired.

QQ transactions are used to request a student's Critical Data Record when no student number is available.

Enter the Student's Name, Sex, Birthdate, and Student Number if available.
Use the proper spelling for all names. Do not use "Sr.", "Jr.", "2nd", Etc.

Enter Inoculation Series Code.

INOCULATION SERIES CODES

0–Not Applicable
1–First Shot in a Series
2–Second Shot in a Series
3–Third Shot in a Series
4–Revaccination
5–Booster
8–One Shot if only One Required
9–Unknown

Enter two digits for each segment of the dates inoculations were administered and next inoculation in a series is due if applicable.

Mark (X) Chronic Health Conditions which apply.

Indicate (X) Reading Ability and Math Concepts in the appropriate spaces.

Indicate (X) by school number, the Program Type in which child is enrolled.

PROGRAM TYPE

0–Health-Recreation
1–Pre school
2–Tutorial Services
3–Cultural Enrichment
4–Remedial Reading
5–English as a Second Language
6–Language Development
7–Vocational Education
8–Remedial Mathematics
9–Other

Indicate (X) how Birthdate of the child was Verified.
Enter City, County and State of Birth. Use the two-letter abbreviation adpoted by the U. S. Postal Service for the state.
To indicate Country of Birth when other than USA, write the name of the country.

Enter the Name of the School, the School I.D. assigned by the State Director of Migrant Programs, and Date of Enrollment. Use two digits for each segment of the date.

Enter Parent or Guardian information.
Enter first name, middle initial and last name.
Enter parent's or guardian's address, city, state and zip code.
Indicate relationship to student -- enter F-father, M-mother, or G-guardian.
Enter "H" in the appropriate space for the head of the household.
Enter Occupational Code for each parent or guardian.

OCCUPATION CODES

01–Harvesting or Picking [Hand]
02–Harvesting or Picking [Machine]
03–Equipment Operator
04–Pruning
05–Cultivation [Hand]
99–Other

ENROLLMENT PROCEDURE FORM (EPF) INSTRUCTIONS

Circle the Appropriate Transaction Type

EE transactions are used to create a depository record for a student if one does not already exist, to record enrollment data on a student's depository record and, if the student already has a depository record, to cause a critical data record to be transmitted to the terminal operator.

NE transactions are used to record enrollment data on the student's depository record when a Critical Data Record is not desired.

CE transactions are used to record enrollment data on the student's depository record when a Critical Data Record is desired.

Enter the Student's Name, Sex, Birthdate, and Student Number if available.
Use the proper spelling for all names. Do not use "Sr.", "Jr.", "2nd", etc.

MODIFIED ENROLLMENT PROCEDURE FORM (EPF)

do not write in this space

TRANS TYPE (circle one)	Last Name	First Name	Middle Initial	Sex	Birthdate Mo/Da/Yr	Student Number
EE CE NE						

111 100

(Rev. 6-70)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

REQUESTED AMENDMENT TO MIGRANT PROJECT BUDGET

FISCAL YEAR 1972

PROJECT NUMBER

ADMINISTRATIVE UNIT Any School Unit - 000 (Unit Code Number)

(LOCAL) (STATE) FY-72-00

EXPENDITURE ACCOUNTS (SEE OE HANDBOOK II)			ACCOUNT NUMBER	EXPENSE CLASSIFICATION		
				SALARIES	CONTRACTED SERVICES AND OTHER EXPENSES	TOTAL AMOUNT
(1)			(2)	(3)	(4)	(5)
1 Administration			100			$
2 INSTRUCTION	A. Salaries for Instruction		200	+423.00		+423.00
	B. Inservice Education		200			
	C. Textbooks		200			
	D. Audiovisual Materials		200		-256.00	-256.00
	E. School Library Books & all other library expenses		200			
	F. Teaching Supplies & all other expenses for instruction		200		-961.00	-961.00
3 Attendance Services			300			
4 Health Services			400			
5 Pupil Transportation			500		+158.00	+158.00
6 Operation of Plant			600			
7 Maintenance of Plant			700			
8 Fixed Charges			800			
9 Food Services			900		+636.00	+636.00
10 Student Body Activities			1000			
11 Community Services			1100			
12 SUB-TOTAL *(Sum of Lines 1 thru 11)*				+423.00	-423.00	$ -0-
13 1200 CAPITAL OUTLAY	A. Construction *(Sites, Buildings and Remodeling)* - *1210 and 1200 A,B,C*					
	B.	1. Educational Television *1230-2-C1*				
		2. Audiovisual *1230-2-62*				
		3. All other Instructional Equipment *1230-2-C3*				
	C. All non-instructional equipment - 1230 except C					
14	SUB-TOTAL *(Sum of Lines 13A, B, and C)*					$
15	GRAND TOTAL *(Sum of Lines 12 and 14)*					$ -0-

DATE _____ _____
(SUPERINTENDENT)

DATE _____ _____
(STATE DIRECTOR, MIGRANT PROGRAMS)

SAMPLE

REQUESTED AMENDMENT TO PROJECT BUDGET

Project Number Fy-72-00

I. INSTRUCTION - 200

A. Salaries

1. Code 213 Reading Teachers — $ +739.00
   One Reading Teacher was employed at a higher certificate rating than funds were budgeted for the position.

2. Code 216 Teacher's Aide — -316.00
   One Teacher's Aide was not employed at the beginning of the school term, which provided these surplus funds.

Total — $ +423.00

II. INSTRUCTION - 200

A. Audiovisual Materials

1. Code 230-C Audiovisual Materials — $ -256.00
   All purchases of audiovisual materials have been purchased for this year's program, which leaves this balance available for other needs of the program.

Total — $ -256.00

III. INSTRUCTION - 200

A. Teaching Supplies and All Other Expenses for Instruction

1. Code 250-B Reading Teachers - Travel — $ -483.00
   Travel expenses to the Reading Conference were not as great as originally anticipated leaving an available balance for other needs of the program.

2. Code 250-C Miscellaneous Expenses - Field Trips — $ -478.00
   The cost of admissions and lunches on cultural enrichment trips have not been as great as expected. We have projected a balance of $478.00 not required for the remaining trips to be taken.

Total — $ -961.00

IV. PUPIL TRANSPORTATION - 500

A. Other Expenses

1. Code 540 Kindergarten Insurance — $ -158.00
We failed to budget adequate funds for insurance for the kindergarten children riding the State operated school buses.

Total — $ +158.00

V. FOOD SERVICE - 900

A. Other Expense

1. Code 920 Kindergarten Snacks — $ +636.00
Funds are needed to provide the Kindergarten children a morning snack, due to the long period of time between their breakfast and lunch.

Total — $ +636.00

GRAND TOTAL — $ -0-

REQUESTED AMENDMENT TO PROJECT BUDGET
Fiscal Year 1972 Project #FY-72-00

Summary of Increases

200	Salaries for Instruction		$ 739.00
	213 Reading Teachers	$ 739.00	
	One Reading Teacher was employed at a higher certificate rating than funds were budgeted for the position.		
500	Pupil Transportation - Other Expense		$ 158.00
	540 Kindergarten Insurance	158.00	
	We failed to budget adequate funds for insurance for the kindergarten children riding the State operated school buses.		
900	Food Service - Other Expense		$ 636.00
	920 Kindergarten Snacks	$ 636.00	
	Funds are needed to provide the kindergarten children a morning snack, due to the long period of time between their breakfast and lunch.		
	Totals	$1,533.00	$1,533.00

Summary of Decreases

200	Salaries for Instruction		$ 316.00
	216 Teacher's Aide	$ 316.00	
	One Teacher's Aide was not employed at the beginning of the school term, which provided these surplus funds.		
200	Audiovisual Materials		$ 256.00
	230-C Audiovisual Materials	$ 256.00	
	All purchases of audiovisual materials have been purchased for this year's program, which leaves this balance available for other needs of the program.		
200	Teaching Supplies and All Other Expenses for Instruction		$ 961.00
	250-B Reading Teachers - Travel	$ 483.00	
	Travel expenses to the Reading Conference were not as great as originally anticipated, leaving an available balance for other needs of the program.		
	250-C Miscellaneous Expenses - Field Trips	$ 478.00	
	The cost of admissions and lunches on cultural enrichment trips have not been as great as expected. We have projected a balance of $478.00 unneeded for the remaining trips to be taken.		
	Totals	$1,533.00	$1,533.00

Summary of Increases and Decreases

LINE ITEM CODE	EXPENDITURE ACCOUNT TITLE	INCREASES	DECREASES	TOTAL
200	Salaries for Instruction	$ 739.00	$ 316.00	$ +423.00
200	Audiovisual Materials		256.00	-256.00
200	Teaching Supplies and All Other Expense for Instruction		961.00	-961.00
500	Pupil Transportation - Other Expense	158.00		+158.00
900	Food Service - Other Expense	636.00		+636.00
	TOTALS	$1,533.00	$1,533.00	$ -0-

CHART OF NORTH CAROLINA HARVEST AND WOODS ACTIVITIES - FY 1972

Crop or Woods Activity	Estimated Acreage	Period of Activity	Total Seasonal Hired Workers Needed	Local Seasonal Hired Workers Available	Seasonal Hired Workers to be Recruited by Employment Service		Source
					*Local	Out-of Area	
Tobacco Harvest	400,000	6/25-10/1	217,000	212,000		1300	Miss.
						160	Ala.
						100	Va.
						100	S. C.
						40	Ga.
					40,000	3300	N. C.
Cotton Harvest	175,000	9/1-11/15	14,000	14,000	** 200		S. C.
					2,000		
Cucumber Harvest	35,000	6/10-7/15 7/15-11/15	30,300	29,000		500	Fla.
					6,000	800	N. C.
Blueberry Harvest	5,500	5/15-7/1	21,000	19,800		1200	N. C.
					5,000		
Potato Harvest	19,000	6/1-7/20	3,000	2,000		1000	Fla.
					2,000		
Sweet Potato Harvest	24,000	9/1-11/15	8,200	6,600		1000	Fla.
					2,600		
						600	N. C.
String Bean Harvest	12,000	5/20-6/25 6/1-10/15 10/1-11/15	13,200	11,700			
						800	Fla.
					2,500	700	N. C.
Strawberry Harvest	4,000	5/1-6/1	9,000	8,400	** 300		S. C.
					3,000	600	N. C.
Pepper Harvest	11,000	6/10-7/30 8/1-10/15	7,300	6,500		400	Fla.
						200	Miss.
					2,200	200	N. C.
Sweet Corn Harvest	5,000	6/25-7/25	3,800	3,400		400	Fla.
					600		
Cabbage Harvest	10,000	5/15-6/15 9/1-12/31	4,500	3,800		300	Fla.
					3,800		
						400	N. C.
Tomato Harvest	5,500	6/20-7/15 7/25-11/15	3,300	3,000		200	Fla.
					600	100	N. C.
Watermelon Harvest	6,000	6/15-9/15	1,500	1,500	1,000		

Crop or Woods Activity	Estimated Acreage	Period of Activity	Total Seasonal Hired Workers Needed	Local Seasonal Hired Workers Available	Seasonal Hired Workers to be Recruited by Employment Service		Source
					*Local	Out-of Area	
Cantaloupe Harvest	2,700	6/10-7/15	500	500	100		
Other Vegetable Harvest	19,000	3/1-11/1	19,000	18,000		1,000	Fla.
					8,000		
Apple Harvest	7,000,000 Bushels	9/1-11-15	3,100	1,950		400	S. C.
					950	550	N. C.
						200	Fla.
Peach Harvest	1,600,000 Bushels	6/25-8/20	4,500	4,500	**500		S. C.
					3,000		
Planting Tree Seedlings	50,000,000 Seedlings	12/15-4/15	4,000	4,000	1,200		
Pine Cone Harvest	40,000 Bushels	10/15-11/15	100	100	50		
Hardwood Control	100,000	5/1-8/31	1,000	1,000	300		
Pulpwood Cutting	2,750,000 Cords	10/1-4/30	12,500	12,500	500		

*Entries in this column include workers to be recruited for day-haul into other North Carolina Rural Manpower Service office areas. It also includes those to be recruited for work in the Local Rural Manpower Service area. It is estimated that 10 percent of the total number of day-haul workers represented in this column will cross Rural Manpower Service office area lines.

**Denotes interstate day-haul from Virginia or South Carolina.

GENERAL INFORMATION FOR DAILY POSTING OF ACCOUNTING RECORDS

It is suggested that the posting procedure for accounting control purposes should consist of the following basic routines:

1. At the close of each day's activity each source document (obligating and disbursing) that has been prepared and issued, will be posted to the "Record of Project Transactions," Form 18AA-68, using the retained file copy.

2. Following the above posting activity, the same source documents will then be posted to Detail Subsidiary Ledgers - Form 18AA-74.

The Division of Auditing and Accounting has also prepared an "Account Classification Schedule," Form 18AA-79 (Rev. 9/69), which fits our possible State accounts for which an expenditure might arise under a particular Federal account code.

For example:

Expenditure Account: Salaries, Teachers

The existing State Code is 621.1, Elementary Teachers, or 622.1, High School Teachers.

Under Federal classification both of these items will be charged to Code 213, Teachers.

ALSO

Expenditure Account: School Librarians

The existing State Code is 621.2, Elementary School Librarians, or 622.2, High School Librarians. But, under Federal classification School Librarians will be charged to Code Number 214-A.

ORM 1BAA-71
IV. 6/67

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 | 0007
(LOCAL) | (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I ☐
TITLE II ☐
(X ONE)

TOTAL PROJECT CONTROL

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

APPROVED PROJECT AMOUNT	
DATE 1-14-66	$408,957.21
REVISED APPROVALS & REVISED TOTAL	
DATE	$
DATE	$
DATE	$

January 14, 1969 — DATE APPROVED
January 14, 1969 — DATE BEGINNING
August 31, 1969 — DATE ENDING

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		CASH TRANSACTIONS						
			DISBURSEMENTS					
DATE	REFERENCE	CASH RECEIVED	THIS POSTING	YEAR TO DATE	CASH BALANCE	BALANCE OF FUNDS TO BE RECEIVED ON PROJECT	OUTSTANDING OBLIGATIONS AT POSTING PERIOD	UNOBLIGAT PROJECT BALANCE
1 56								
1-14	Project Approval					$408,957.21		$408,957.
1 24	Receipt #3215	$50,000.			$50,000.00	358,957.21		408,957.
1-31	Project Transaction		$2,500.00	$2,500.00	47,500.00	358.957.21	$1,687.00	404,770.
2 18	Project Transaction		3,800.00	6,300.00	43,700.00	358,957.21	1,667.00	400,990.

INSTRUCTIONS FOR MAINTAINING PROJECT CONTROL LEDGER- FORM 18AA-71

Column 4, 8, and 9 of this ledger will be posted periodically from sub-totals drawn on the "Record of Project Transactions" (Form 18AA-68). In posting the periodic sub-total from the "Record of Project Transactions," the Amounts Paid (Column 7) will be posted to Disbursements - Column 4 and 5 of this account. The posting in Column 4 will cover all disbursements made since the last posting. Column 9 (outstanding obligations) will be posted from the "Record of Project Transactions," Column 6, and represents the outstanding obligations at the close of the posting period. This ledger account must balance with the disbursements, outstanding obligations, and unobligated project balance as shown on the "Record of Project Transactions."

Column 1: Record the posting date of the transaction.

Column 2: Indicate source of posting information.

Column 3: Record the amount of funds received on this project.

The amounts entered in this column will be added to the Cash Balance (Column 6) and will be deducted from Balance of Funds to be Received on Project (Column 7).

Column 4: The posting to this column will be obtained from the periodic sub-total of Amounts Paid (Column 7) as reflected on the "Record of Project Transactions" (Column 7). Any refunds made to the North Carolina State Board of Education for cash on hand in excess of current requirements will be entered as a reduction of cash received, reducing the Cash Balance and increasing the Balance of Funds to be Received.

Column 5: The amounts in this column will be the accumulated total of detail amounts posted in Column 4.

Column 6: The amounts in this column will be accumulated by adding the detail amounts posted in Column 3 and deducting the detail amounts posted in Column 4, or the Year to Date Total in Column 5.

Column 7: The initial amount approved for the project will be posted in this column and such an amount will be reduced by the detail posting of Cash Received as recorded in Column 3. Subsequent amounts approved for a project (either increases or decreases) must be reflected by notation in the Reference Section (Column 2) and added or deducted for the existing balance in Column 7.

Column 8: The amounts posted in this column will be obtained from the periodic sub-totals as reflected on the "Record of Project Trans-

actions" and will be an updated balance as of the end of the posting period.

Column 9: The amounts posted to this column will come from the monthly sub-totals as reflected on the "Record of Project Transactions" and will be updated year-to-date balance as shown on that report for the Available Balance (Column 9).

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 (LOCAL) | 0007 (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

BUDGET CONTROL LEDGER

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

100 Administration - Salaries
(FEDERAL CODE SERIES) (PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
DATE	REFERENCE	APPROVED BUDGET	DISBURSEMENTS		OUTSTANDING OBLIGATIONS	UNOBLIGATED BUDGET BALANCE
			THIS POSTING	YEAR TO DATE		
1969 1-14	Project Approval	$19,680.00				$19,680.00
31	Daily Total		$2,500.00	$2,500.00		17,180.00
2-18	Daily Total		2,900.00	5,400.00		14,280.00

_____ PROJECT NUMBER _____ | _____
(ADMINISTRATIVE UNIT) (LOCAL) | (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

BUDGET CONTROL LEDGER

FY _____
(FOR WHICH PROJECT WAS APPROVED)

_____
(FEDERAL CODE SERIES) (PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			DISBURSEMENTS			
DATE	REFERENCE	APPROVED BUDGET	THIS POSTING	YEAR TO DATE	OUTSTANDING OBLIGATIONS	UNOBLIGATED BUDGET BALANCE

FORM 18AA-73

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 (LOCAL) | 0007 (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

BUDGET CONTROL LEDGER

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

100 Adm. - Other Costs
(FEDERAL CODE SERIES) (PURPOSE)

(1) TE	(2) REFERENCE	(3) APPROVED BUDGET	(4) DISBURSEMENTS THIS POSTING	(5) DISBURSEMENTS YEAR TO DATE	(6) OUTSTANDING OBLIGATIONS	(7) UNOBLIGATED BUDGET BALANCE
1-14	Project Approval	$6,700.00				$6,700.00
1-19	Daily Total				$ 987.00	5,713.00
1 31	Daily Total				1,687.00	5,013.00
2-15	Daily Total		$217.85	$217.85	1,667.00	4,815.15
2 8	Daily Total		682.15	900.00	1,667.00	4,133.00

Form 18AA-73

_____ PROJECT NUMBER _____ (LOCAL) | (STATE)
(ADMINISTRATIVE UNIT)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

BUDGET CONTROL LEDGER

FY_____
(FOR WHICH PROJECT WAS APPROVED)

_____
(FEDERAL CODE SERIES) (PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			DISBURSEMENTS			
DATE	REFERENCE	APPROVED BUDGET	THIS POSTING	YEAR TO DATE	OUTSTANDING OBLIGATIONS	UNOBLIGATED BUDGET BALANCE

INSTRUCTIONS FOR COMPLETION OF BUDGET CONTROL LEDGER FORM 18AA-73

A "Budget Control Ledger" account should be established *for each budget item contained in the approved project budget.*

Each of the "Budget Control Ledger" accounts will reflect on a daily basis the total transactions which have been posted to the "Subsidiary Ledger of Detail Expenditure Accounts" within each respective Federal Code Series. (For example, the daily posting to detail expenditure account codes 110-A, 110-C, 110-D, 110-E, etc., should be totaled and posted to "Budget Control Ledger" account 100 Administration - Salaries. The daily posting to detail expenditure account codes 130-A, 130-G, 130-L, 130-o, etc., would be totaled and posted to the "Budget Control Ledger" account 100 Administration - Other Costs).

Column 1: Record the posting date of the transaction.

Column 2: Indicate source of posting information.

Column 3: Record the amount as shown on your project application which has been approved by the Department of Public Instruction for a specific project.

Column 4: The posting to this column will be obtained by running an adding machine tape on each amount posted in the Amount Paid (Column 6) of the "Subsidiary Ledgers of Detail Expenditure Accounts" within each Federal Code Series.

Column 5: The amounts in this column will be the accumulated total of the detail amounts posted in Column 4. (As proof that the detail amounts have been accumulated correctly, an adding machine tape could be run on Disbursements Year-to-Date (Column 7) of the "Subsidiary Ledger of Detail Expenditure Account" within each respective Federal Code Series).

Column 6: The posting to this column will be obtained by running an adding machine tape on the last amount shown in Outstanding Obligations To Date (Column 5) of the "Subsidiary Ledger of Detail Expenditure Accounts" within each Federal Code Series.

Column 7: The amount to be entered in this column will be obtained by the following calculations:

Deduct the last amount shown for Disbursements Year-to-Date (Column 5) and also deduct the last amount shown for Outstanding Obligations (Column 6) from the total approved budget amount as entered in the

Approved Budget (Column 3).

At least once a week the last amount shown for the Unobligated Balances (Column 7) on all "Budget Control Ledger" should be totaled and this total balanced to the last entry in the Available Balance (Column 9) as shown on the "Record of Project Transactions." Should a discrepancy exist, the error must be found and corrected by re-checking the daily Unobligated Budget Balances (Column 7) as shown on the "Budget Control Ledgers" to the Available Balance (Column 9, of the same date) as recorded on the "Record of Project Transactions."

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 (LOCAL) | 0007 (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

SUBSIDIARY LEDGER
OF DETAIL EXPENDITURE ACCOUNTS

ACCOUNT CODE 611.2 (STATE) 110G (FEDERAL)

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

ACCOUNT NAME Salaries - Supt. Office
(PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			TRANSACTIONS			
DATE	REFERENCE	CONTROL	AMOUNTS OBLIGATED AND (LIQUIDATED)	OUTSTANDING OBLIGATIONS TO DATE	AMOUNTS PAID	DISBURSEMENTS YEAR TO DATE
1 69 1 31	Payroll Ending January 31				$2,500.00	$2,500.00
2-18	Payroll Ending February 18				2,900.00	5,400.00

ORM 18AA-74

Any School Unit
(ADMINISTRATIVE UNIT)

PROJECT NUMBER 1 (LOCAL) | 0007 (STATE)

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

SUBSIDIARY LEDGER
OF DETAIL EXPENDITURE ACCOUNTS

ACCOUNT CODE 612 (STATE) 130G (FEDERAL)

FY 1969
(FOR WHICH PROJECT WAS APPROVED)

ACCOUNT NAME Other Costs - Supt. Office
(PURPOSE)

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			TRANSACTIONS			
DATE	REFERENCE	CONTROL	AMOUNTS OBLIGATED AND (LIQUIDATED)	OUTSTANDING OBLIGATIONS TO DATE	AMOUNTS PAID	DISBURSEMENTS YEAR TO DATE
1 69						
1-19	P. O. #497	X	$ 220.00			
1-19	#498		625.00			
1 19	#499		142.00	$ 987.00		
1-31	P. O. #522		700.00	1,687.00		
2 15	Vo. #1314 (#497)	X	(220.00)	1,467.00	$ 217.85	$ 217.85
2-15	P. O. #531		200.00	1,667.00		217.85
2 18	Vo. #2113			1,667.00	682.15	900.00

INSTRUCTIONS FOR MAINTENANCE OF SUBSIDIARY LEDGER OF DETAIL EXPENDITURE ACCOUNTS, FORM 18AA-74

A detail expenditure account should be maintained by the administrative unit for each active expenditure account code on each approved project. The total account code for both State and Federal should govern the expenditure accounts that are established. At the end of the fiscal year in filing the financial report with the Controller's Office, each administrative unit will need to include disbursements made from Title I funds which would be secured from these accounts by using the State Account Code. At the close of each project, a "Project Financial Completion Report" must be filed. The information for this report would be secured by using the Federal Account Code.

It is entirely possible to have more than one account for a particular Federal Account Code because of a difference in a State Account Code. For example, an expenditure for "Travel" of some employee in the superintendent's office that is charged to a Title I project would be coded 612-130G. An expenditure for "Office Supplies" in the superintendent's office that is charged to a Title I project would be coded 613-130G. For the illustration given above and all similar situations, a separate ledger account would be established on the total coding (State and Federal). In filing the "Project Financial Completion Report," all 130-G accounts would be totaled in entering the expenditures on the report for this item. In filing the financial report with the Controller of the State Board of Education, all accounts with a similar State code would be added together. This method of establishing expenditure accounts will eliminate the necessity of keeping two sets of books on these expenditures.

Transaction Posting

Column 1: Entries in this column must be made daily as the transactions occur; therefore, dates will appear in consecutive order. Enter the date of the issuance of each purchase order and the date of each voucher written. This column will also reflect the date of any cancelled purchase orders or any cancelled vouchers as well as the date of deposit for any refund of a prior disbursement.

Column 2: Enter the number of the purchase order at the time of issuance and again at the time of liquidation by payment of cancellation. Place parentheses () around the "purchase order number "from each transaction reflecting a liquidation or cancellation."

Also enter the number of each voucher in this column. The payroll may be posted in summary totals for each account code and a sample reference notation would be "Payroll Date Ending_____."

In the case of a voucher cancellation, enter the voucher number in parentheses (). Also, in the case of receipt of a cash refund of a prior disbursement, indicate in parentheses () the voucher number which represents the original disbursement and enter the word - Refund.

Column 3: CONTROL -- Whenever an obligation is liquidated or cancelled, place a check mark (√) beside the original entry for the obligation. This provides visual control on the obligations not yet liquidated.

Column 4: Enter the amounts of all obligations incurred by the issuance of purchase orders. Also enter the amounts of obligations liquidated, either by payment or cancellation, and place these amounts in parentheses in this column.

In the event of a partial delivery of a purchase order, resulting in a partial payment, the entire amount of the purchase order will be liquidated for Column 4, resulting in a decrease in Outstanding Obligations To Date (Column 5). The actual amount of the payment will be recorded in Column 6, resulting in an updated expenditure total in Column 7. Immediately following this entry, a new entry with the same purchase order number will be established in Column 2 for the remaining unfilled items on the purchase order and the remaining balance of the obligation for those items will be recorded in Column 4, resulting in an increase in "Outstanding Obligations To Date," Column 5.

At the time a purchase order is completely liquidated by either payment or cancellation, it should be determined that the entire amount of the purchase order has been completely liquidated in this column regardless of the fact that the invoice submitted and the check issued is more or less than the original amount obligated.

Column 5: The amounts in this column will be the accumulated new total of the detail amounts posted in Column 4.

The amount shown in this column at any time should represent the unpaid amounts of the outstanding Purchase Orders.

Column 6: Enter the amount of each voucher issued in this column. This column will reflect in parentheses () as a minus figure any cancelled voucher or any refund of a prior disbursement. The payroll may be posted in summary totals for each account.

Column 7: The amounts in this column will be the accumulated total of the detail amounts posted in Column 6.